

## Mr.Adel Magdi





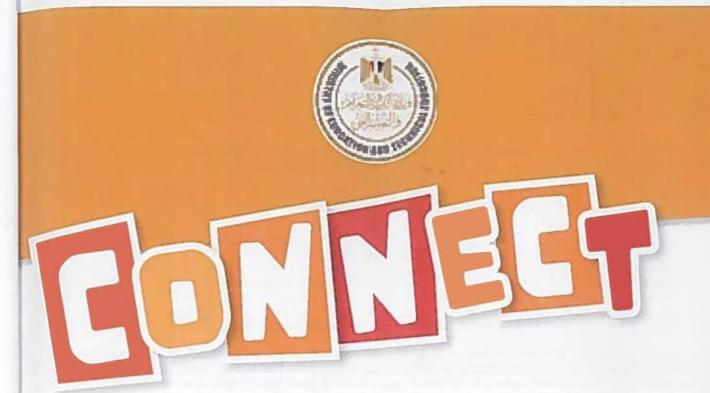




# CONNSC



Student's Book
Term 1



# PRIMARY 4

Student's Book Term 1

#### Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, Connect Plus, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

#### A Word from the Minister of Education and Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki Minister of Education and Technical Education

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## SCOPE AND SEQUENCE

| Theme 1                                      | I discover myself   |   |   |
|--|---|---|---|
|  | Unit 1<br>I feel good   | Unit 2 Desert animals   | Unit 3 Why are plants green?  |
| Vocabulary                                   | food: bananas, chicken, grapes, mangoes, milk, onions, potatoes, rice, sugar cane, watermalon body systems: breathe, diaphragm, esophagus, large intestine, liver, lungs, mouth, nose, pump, small intestine, stomach first-aid: band-aid, gloves, scrape | Egyptian animals: camel, crocodile, eagle, fennec fox, pelican, snake, spider, beak, feather, fur, wing comparative adjectives: bigger, faster, heavier, more beautiful, nicer, noisier, shorter, taller, thinner | plants: flower, germinate, leaf, pollen, root, seed, shoot, soil; acacia, bean plant, daisy, lotus flower, orange tree, reed, rose, sunflower, tamarisk plant cell: carbon dioxide, cell wall, chloroplast, oxygen, nucleus, vacuole superlative adjectives: biggest, heaviest, most beautiful, nicest, tallest |
| Language                                     | I eat vegetables and I exercise. I want to play football, but I hurt my leg. Prefix re-: repaint, remake, redo He repainted his house.  | Crocodiles are more dangerous<br>than horses.<br>A camel is taller than a fennec fox.<br>An eagle is heavier than a mouse.  | The sunflower is the biggest flower.  What is the most beautiful flower?  A coconut is the heaviest seed.  Suffix -ful: beautiful, careful, colorful, helpful, useful   |
| Reading                                      | A dialog about food; a story about friends sharing their cultures   | A dialog about animals; fact files<br>about animals; a fiction story<br>about animals   | A dialog about growing a tomato<br>plant; texts about how plants<br>clean air and water, a fiction story<br>about a farm  |
| Writing                                      | Instructions for making<br>something; researching, planning<br>and writing a presentation   | A fact file about an animal; a poster about an unpopular animal   | Explaining a process: the life cycle of a plant; a report about a plant   |
| Speaking                                     | A presentation about a place in<br>Egypt  | Discussion of animal facts; giving opinions; presentation of a poster   | Giving opinions; presentation of a report   |
| Listening                                    | Interviews with children talking about their healthy routines   | A dialog about animals; a fiction story about animals   | A fiction story about a farm; the life cycle of a sunflower   |
| Phonics                                      | long and short vowels: bag, cake,<br>mom, nose, mix, rice   | sound discrimination /p/, /b/:<br>pear, bear, bee, pea, pin, beak,<br>pelican, bird,  | /sl/, /sw/: sleep, slice, slippers,<br>swan, sweep, sweet, swim, switch   |
| Life skills                                  | Self-management: eating<br>healthily, living a healthy life   | Respect of diversity: recognizing differences and similarities across species   | Critical thinking: understanding<br>from context<br>Respect of diversity:<br>appreciation of plant diversity  |
| Values                                       | Appreciation of science Respect Tolerance   | Respect<br>Tolerance  | Appreciation of science:<br>understanding the importance of<br>plants   |
| Issues and challenges                        | Preventative and therapeutic health Non-discrimination issues   | Environmental responsibility:<br>protecting our world   | Environmental responsibility:<br>protecting our world   |
| Integrated<br>cross-<br>curriculum<br>topics | Social studies: a healthy lifestyle<br>Science: digestive system;<br>respiratory system; a balanced<br>diet<br>Math: prime numbers  | Science: senses and adaptation:<br>animals in different parts of Egypt<br>Math: decimal fractions<br>(2 decimal places)   | Social studies: pollution; Egyptian habitats for plants Math: numbers up to a billion Science: reproduction in plants; plant cell formation   |

| Theme 2                                     | Myself and others   |  |  |
|---|---|--|--|
|   | Unit 4<br>Where do you live?  | Unit 5<br>Where do you work?   | Unit 6<br>What do you do?  |
|   |   |  |  |
| Vocabulary                                  | buildings: house, apartment, tent, cave, boat, school, hospital, office, shopping mall, supermarket, post office prepositions of place: above, behind, between, in, in front of, next to, on, under | jobs: builder, bus driver,<br>electrician, garbage collector,<br>mail carrier, mechanic, plumber;<br>blocks, faucet, pipe, screwdriver,<br>tape measure<br>electricity: lightning, plug, socket,<br>turn off, unplug | industry: education, energy, farming, fishing, mining, tourism; economy, salary, staff energy: coal, hydroelectric, oil, solar, wind; renewable, non-renewable verbs: build, drive, fish, fix, help, teach |
| Language                                    | Where's the hospital? The hospital is next to the school. Turn right, Go straight ahead. It's on the corner.  | This is the socket the electrician is fixing. These are the plumber's tools. That's the mail carrier's bicycle. Those are the builders' hard hats.   | What do you do? I work in the fishing industry. I buy and sell fish. Fishermen fish. Prefix dis-: disappear, dislike, disagree I dislike winter because I enjoy hot weather.                               |
| Reading                                     | A dialog about a home; a story about living on a boat   | An interview with an electrician;<br>a text about workers in our<br>community; an essay about being<br>a mail carrier  | interviews about different jobs;<br>texts about energy sources; a<br>poem about jobs; a story about a<br>fisherman   |
| Writing                                     | An informational text about a village or city; a poster about a person who helps us   | A paragraph about the pros and<br>cons of a job; a report about<br>people who help you   | A persuasive paragraph about a job; a poster about respect   |
| Speaking                                    | Describing home; discussion about the importance of helping others  | Discussion about different jobs; giving opinions   | Discussion about renewable and non-renewable resources   |
| Listening                                   | Directions around a town  | A story about 3 cousins  | A poem about jobs; a story about 2 sisters   |
| Phonics                                     | sound discrimination /f/, /v/: fan, van   | word stress in 2-syllable words  | sound discrimination: /i/, /e/: tin,<br>ten; /ee/, /@/: ran, run   |
| Life skills                                 | Critical thinking: the importance of helping others   | Decision making: jobs I want to do and why   | Accountability: job<br>responsibilities<br>Collaboration: pair work  |
| Values                                      | Independence Participation  | Respect  | Respect  |
| issues and<br>challenges                    | Loyalty and belonging   | Community participation Appreciation of science  | Environmental responsibility   |
| ntegrated<br>cross-<br>curriculum<br>topics | Social studies: places in town;<br>giving directions  | Social studies: different roles in<br>society; how science can improve<br>people's lives<br>Math: dividing numbers<br>Science: electricity   | Social studies: renewable and non-renewable resources; sources of fuel  Math: adding and subtracting fractions   |
|   |   | acience: electricity   | Science: forms of energy   |

## LET'S REMEMBER!



What can you see in the photo? Look and say





#### Read and match the questions and answers

- 1 How long is it?
- 2 What would you like?
- 3 Where are you from?
- 4 What did you do yesterday?
- 5 How tall is it?
- 6 When's your birthday?

- a It's 11 centimeters tall.
- b I visited the bazaar. I bought a bag.
- c It's on January 19th.
- d I'm from China. I'm Chinese.
- e It's 1,000 meters long.
- f I'd like some water, please.

# 3 Look and write. What is the mystery word in yellow? 6 The mystery word is: Look and write bread, cereals and potatoes fruit and vegetables milk and dairy products meat and fish sugar and fats

What is a healthy diet? Look and say

## LESSON 2

| 1 Read and    | dorder          |            |
|---------------|-----------------|------------|
| April         |                 | March      |
| February      |                 | September  |
| June          |                 | December 🔲 |
| October       |                 | July       |
| August        |                 | May        |
| January       | 1               | November   |
| 2 D Listen, a | nswer and write |            |
| 1 It's sunny  | 2               | 3          |
| 5             | 6               | 8          |



#### Look and write

| Simple present | Simple past |
|----------------|-------------|
| buy            | I bought    |
| I              | I cooked    |
| 1              | Iwent       |
| l              | i had       |
| llook          | 1           |
| l play         | 1           |
|                | Isaw        |
|                | I traveled  |
| l visit        | 1           |
|                | Iworked     |

I went shopping. I bought a present for my mom.





#### Read and add the correct capital letters

hi! I'm shorouk! i live in alexandria, the

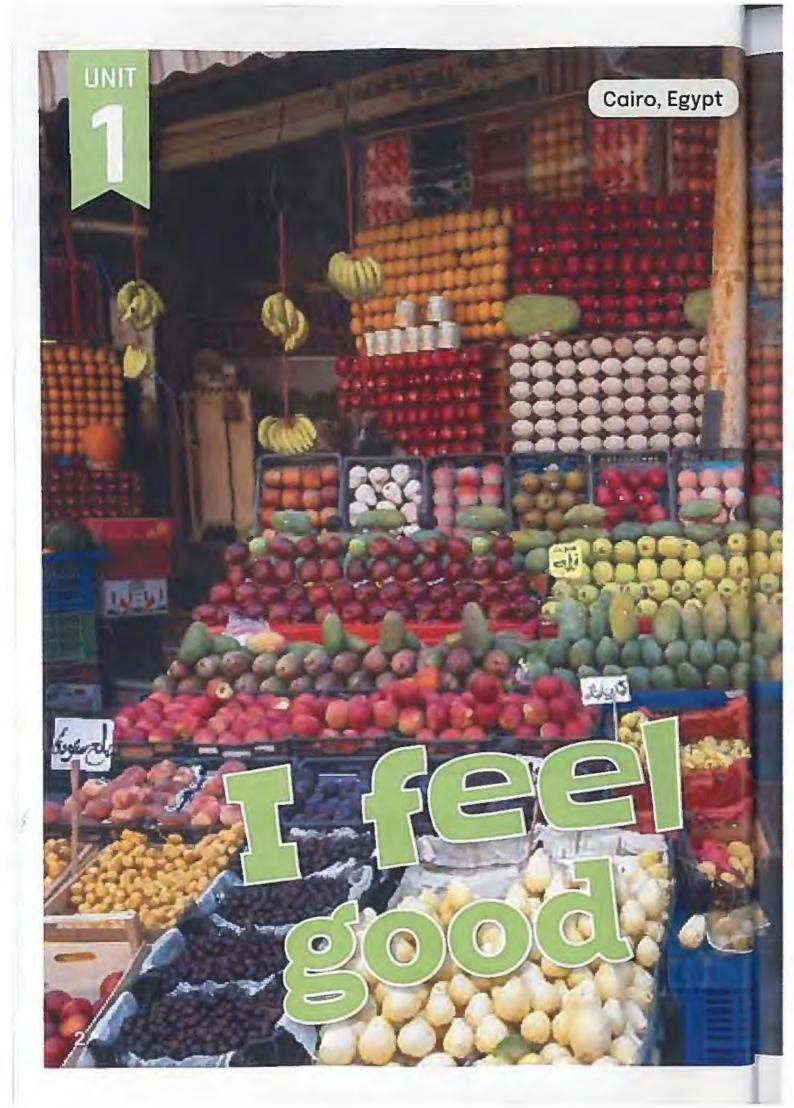
bibliotheca alexandrina is a big and famous

library in my city. yesterday it was sunny. my

family visited the park at the montaza palace.









## In this unit I will ...

- listen, read, research, and write about foods and how to keep healthy.
- practice making sentences with and or but.
- · talk about what I want to do.
- read and listen to a short story.
- distinguish long and short vowels.
- write instructions.
- research and make a presentation.

## Look, discuss, and share

Which fruits can you see in the picture? What is your favorite fruit?



## Did you know?

Did you know that in Japan you can buy a watermelon that looks like a pyramid?

## Find out

Which fruits do people grow in Egypt? Share your answers with your partner.

## LESSON 1 FOOD AND DRINK



## Listen and read

Mom: Lunch is ready. I made some special food for us.

Maged: Mom, it looks delicious!

Mom: Which food comes from our

country, do you think?

Maged: I think we grow rice in Egypt.

Mom: Yes, that's right. What else?

Maged: Hmmm, I think we raise chicken in Egypt.

Mom: Yes, and tomatoes and onions.

Egyptian farmers produce

many things you see on this table. Let's eat!

Maged: Yum!



#### Listen again and answer the questions

- 1 What meal are they having?
  - breakfast
- b lunch

- c dinner
- 2 What does the verb produce mean?
  - To keep and feed chicken to get eggs and meat.
  - To build houses for chicken to grow healthier.
- 3 What does Maged think about the food?



Mom and Maged





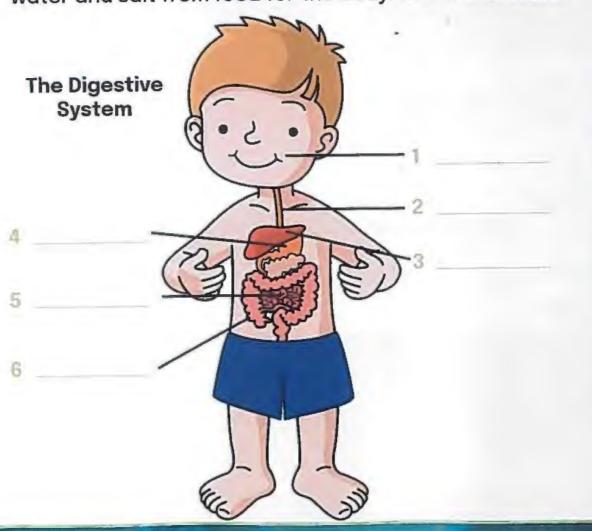


## LESSON 2 CLIL: SCIENCE



#### Work in pairs. Discuss this question

- 1 What happens in our body when we eat food?
- 2 Look, read, and label the body
  - 1 The esophagus goes from the mouth to the stomach.
  - 2 When the food moves from the esophagus to the stomach, the liver takes out the fats.
  - 3 Food moves from the stomach to the small intestine.
  - 4 The large intestine is around the small intestine. It takes water and salt from food for the body. It removes waste.





#### Read and complete

mixes liquid teeth nutrients eat

#### When we eat ...

We use our digestive system to digest what we <u>eat</u> and drink. We put food in our mouths. We chew food with our

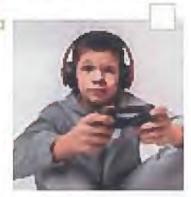


Then the food goes down the esophagus. It arrives in the stomach. In the stomach, the food with a special liquid.

The 4 changes the food into energy and

. We need the energy and nutrients in our body.

## 4 How can we have a happy digestive system? Circle the healthy things







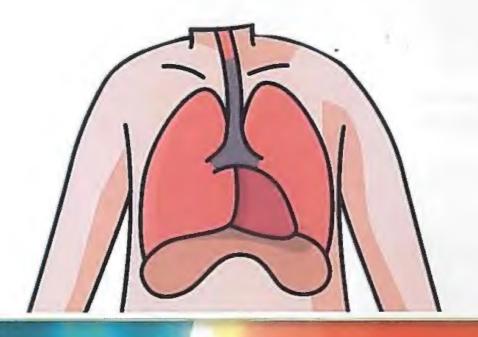




## 5 Look and match the descriptions to the words

- 1 pump
- 2 nose
- 3 lungs
- 4 diaphragm
- 5 breathe

- a This is a muscle under the lungs.
- b To move quickly from one place to another.
- c To take in oxygen and give out carbon dioxide.
- d This is in the center of the face.
- e We have two of these. They are inside the body.





## Did you know?

In our bodies, the right lung is larger than the left lung.

## Read the text and put the sentences in the correct order

#### Our respiratory system

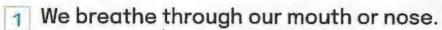
We use our **respiratory system** when we **breathe**. We need oxygen in our bodies.

We breathe in air through our mouth and nose. Our diaphragm goes down. It pulls air into our lungs.

In the lungs, the oxygen from the air goes into our blood. Our heart **pumps** this blood around our body. The diaphragm goes up. It pushes air with **carbon dioxide** out of our lungs. We breathe out.

| The diaphragm | pulls | air into | our | lungs. |
|---------------|-------|----------|-----|--------|
|---------------|-------|----------|-----|--------|

- The diaphragm moves up and pushes the air out of our body.
- The heart pushes the blood around our body.



- The diaphragm goes down.
- When the air arrives in our lungs, the oxygen goes into our blood.

## How can we have a healthy respiratory system? Look and match

- Stay away from smoke.
- 2 Exercise.
- 3 Put plants in your house.
- 4 Drink plenty of water.

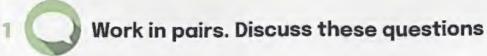








## LESSON 3



- 1 Do you think you are healthy?
- 2 What healthy things do you do?
- Listen to Adam, Dareen, and Judy talking about being healthy. Label the photos







## 3 D

### Listen again and answer the questions

- 1 Who never drinks cola?
- 2 Who plays football?
- 3 Who doesn't eat candy?



## Listen again and complete the sentences with and or but

1 I don't eat candy, \_\_\_\_\_ I like fruit.

2 I drink cola, I want to drink more water

3 I play basketball I play football in the park.

4 Dad is a scientist \_\_\_\_\_ he likes looking at animals and plants.

5 It's very interesting, \_\_\_\_\_ it's very hot sometimes!

6 I love burgers, \_\_\_\_\_ I only eat one a week.

## **LANGUAGE FOCUS**

We use *and* to add two ideas together:

l eat vegetables and I exercise.





We use but to contrast two ideas: I want to play football, but I hurt my leg.



Write sentences with and or but about how you are being healthy. Share your sentences with a partner

I practice
basketball twice a week,
and I walk home from school
every day.

I love playing video games, but I only play them once a week.

## 6 Read the health problems. Circle the correct answer a or b

- 1 Your friend has a burn on his/ her hand.
  - Hold the hand under cold water for 10 minutes.
  - b Put butter on the burn.



- 2 Your cousin cannot breathe.
  She is coughing
  - a Hit her on the arm.
  - b Hit her on the back.



- 3 Your brother sprained his foot.
  - Ask him to jump.
  - Press a cold bag of ice on his foot.





Think!

Why is it important to know about first aid?

Sprain (v): to twist one of the body joints



What is usually in a first-aid kit?

## LESSON 4







## Read and listen. What is a flapjack?

#### Talia learns to love flapjacks!

Talia and Suzanne are good friends. Talia is Egyptian and Suzanne is British. Their parents are friends too. They talk together a lot. They are sad when they say goodbye.

One day, Talia goes to Suzanne's apartment. Talia is excited, but she is a bit worried. What is British food? Will she like it?

Talia and her Mom arrive at Suzanne's family's apartment. Suzanne says, 'Please have some tea, Talia. Would you like a flapjack? My mom and I made them.'

Suzanne has a plate in her hands. On the plate there are big, square cookies. Talia looks at the flapjacks.

'Suzanne, I am very happy you made them for me, but what is a flapjack?' she asks.

Suzanne says, 'They are cookies. I make them with **oats**, butter, and honey. Try a little.'

Talia's mom smiles too. Talia tries a flapjack. It's delicious!

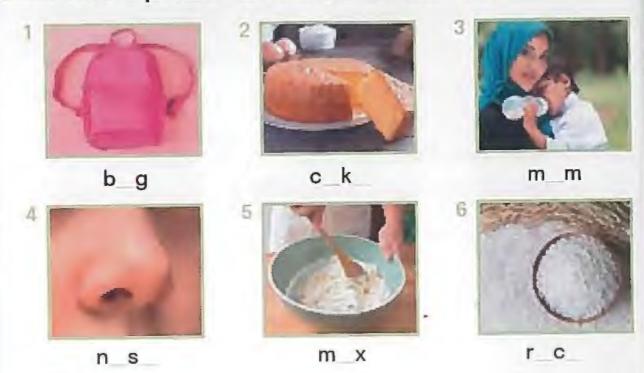
'I love it!' she says. 'How do you make them?'

Suzanne says, 'It's very easy. Next time you visit we can make them together!'

Talia says, 'What a great idea!'

## PRONUNCIATION

## 5 Look at the pictures and complete the words

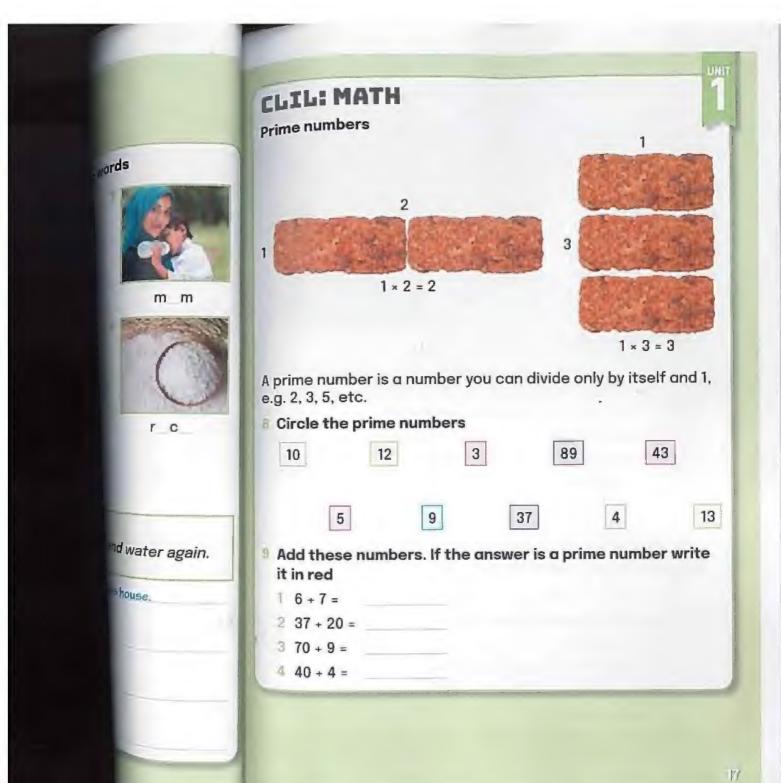


- 6 Listen and check. Then say
- 7 Read and change the verbs with re

The prefix 're' means 'again'.

The next day, wash the scrape with soap and water again. **Redo** the band-aid.

- 1 He painted his house again. He repainted his house.
- 2 She cleaned her bike again.
- 3 He made flapjacks again.
- 4 She did her homework again.





## LESSON 5

## Food from Damietta governorate

The land in Damietta governorate is full of nutrients. The farmers can grow rice, tomatoes, potatoes, wheat, lemons, grapes, and guavas.

Fishermen catch thousands of fish in the sea. Cows, goats, and sheep live in Damietta governorate too. Domiati cheese is very famous.

About one and a half million people live in this part of Egypt. Life is good in Damietta!



## Read the text and join the sentence halves

- 1 Damietta is famous
- 2 The animals you see
- 3 The farmers grow
- 4 About 1.5 million Egyptians
- a live in Damietta governorate.
- b tomatoes, potatoes, wheat, lemons, and guavas.
- o for Domiati cheese.
- d in Damieta are goats, cows and sheep.

## 2 Work in groups. Choose another governorate

- Write down everything you know about the place.
- 2 Think what information you need.
  - Where is it?
  - What do farmers produce there?
  - What food comes from there?
  - Who lives there?

## 3 Do some research and write what you learned

| K                | W                   | L              |
|------------------|---------------------|----------------|
| What I Know      | What I Want to know | What I Learned |
| Farmers in Minya |                     |                |
| grow sugar cane. |                     |                |

- 4 Decide how you will present your information, e.g. poster, Powerpoint, etc.
  - Write your text
  - Draw or glue your pictures
- 5 Choose part of the presentation for everyone in the group.
  Complete the table below

| opic 1      |        |        |        |
|-------------|--------|--------|--------|
|             |        |        |        |
| opic 2      |        |        |        |
| Topic 3     |        |        |        |
| inal points |        |        |        |
|             | opic 3 | opic 3 | opic 3 |

## LESSON 6 PRESENTATION

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## Practice your presentation with your group

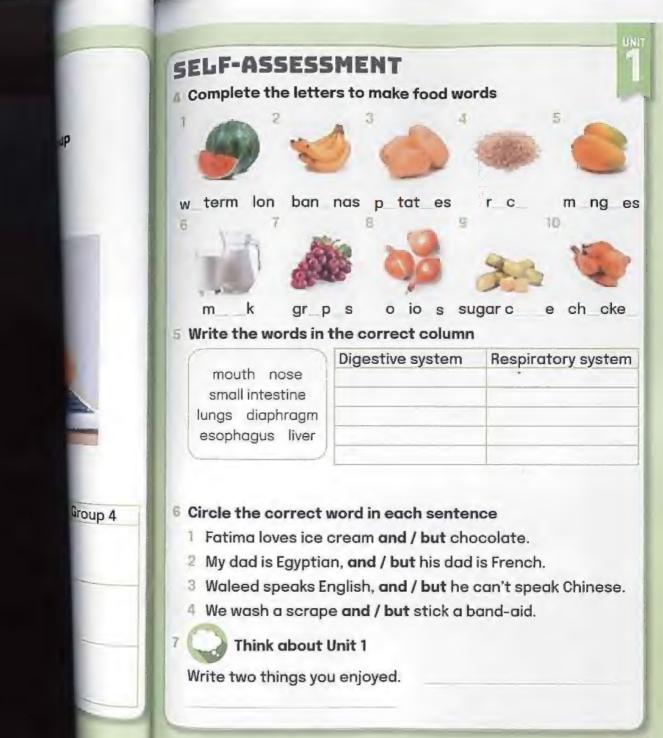
- Speak loudly so everyone can hear you.
- Show your poster or Powerpoint presentation.
- 2 Show your presentation to the class





## Listen and write. Share your ideas

|                                  | Group 1 | Group 2 | Group 3 | Group 4 |
|----------------------------------|---------|---------|---------|---------|
| What was interesting?            |         |         |         |         |
| What did you<br>learn?           |         |         |         |         |
| Did everyone in the group speak? |         |         |         |         |



2

An oasis in the Sahara

## pesert Animals



## In this unit I will ...

- listen, read, research, and write about desert animals.
- · practice making comparisons.
- listen to a short story.
- learn about the difference between the /p/ and /b/ sounds.
- · write a fact file.
- research and make a poster.



## Look, discuss, and share

What is this place? Which animals live here?

## Did you know?

The Sahara Desert covers large parts of ten countries in Africa. It is very big, but Antarctica is bigger!



## Find out

How big are the Sahara Desert and Antarctica? What kind of animals live in both? Share your answers with your partner.





#### Listen and read

Mom: Look at all these animals that live in our country.

Sara: Look at the crocodile, it's huge!

Tarek: Huge and scary!

Sara: I think the spider is scarier.

Mom: Yeah, but spiders are very helpful. They eat insects. Farmers like spiders.

Tarek, Mom, and Sara

Sara: Ok, what about the snake and the crocodile? They're dangerous, aren't they?

Mom: Yes, that's true, but they do a very important job.

They eat insects, birds and lizards. This controls the number of these small animals.

Tarek: Eagles do the same job.

Sara: The pelican eats small fish.

Mom: You're right! We sometimes think some animals are scary or ugly, but they are all important.

## 2 (1))

#### Listen again and answer

- 1 Does Tarek like crocodiles?
- 2 What do snakes and crocodiles eat?
- 3 Why do farmers like spiders?
- What does the verb control mean?
  - make the number of animals bigger.
  - make the number of animals fewer.



## LESSON 2 CLIL: SCIENCE



#### Work in pairs. Discuss these questions

- 1 What Egyptian desert animals do you know?
- 2 Is it easy to live in the desert? Why? What problems do animals have?
- 2 Look quickly at the fact files and answer
  - 1 Which animal is dangerous for people?
  - 2 Which animal can fly?
  - 3 Which animal lives for forty years?

## Animal fact file

#### Fennec Fox

| CAL II Africa                  |
|--------------------------------|
| In the deserts of North Africa |
| 20 centimeters                 |
| about 1 kilogram               |
| about 30 centimeters           |
| insects, small lizards, mice   |
|                                |

The fennec fox lives in the desert. It's smaller than other foxes. Its ears are big, really big! The fennec fox needs big ears to hear insects and small animals. During the day, it's hot in the desert. The fox loses heat from its ears. At night it's cold. The fox's thick fur keeps it warm.



## Animal fact file

#### Steppe Eagle

| How long does it live? | around 40 years                          |
|------------------------|--|
| How heavy is it?       | around 3 kilograms                       |
| How long is it?        | from wing to wing around 170 centimeters |

Look at the eagle flying. It's beautiful, isn't it? The steppe eagle travels from Europe to Africa in winter. It lives in very big, open areas.

It eats other birds, small mammals and rabbits.
When it opens its wings, it's longer than you!
The female is bigger and heavier than the male.

3 Read the fact files.
Say one fact about each animal

A fennec fox is 30 centimeters long.

- 4 Read the fact files again. Choose the best answer
  - 1 Why does the fennec fox have big ears?
    - So other animals can see it.
    - b So it can hear small animals and insects.
  - 2 W hy do you think the steppe eagle travels from Europe to Africa in winter?
    - Because Africa is bigger than Europe.
    - b Because Africa is warmer than Europe.
- What did you learn? Work with a partner.

  Ask and answer

What does the fennec fox eat?

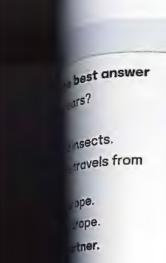


It eats insects, small lizards, and mice.





Which animals scare you? Can you say why?





#### 5 Think and write

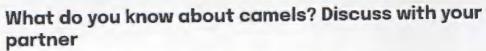


Look at the snake. What is it doing? How does it feel? Why? The snake is lifting its head up. It probably feels scared because it has just seen someone or something.



Look at the eagle flying. What can it see? How does it feel?





2 Read about camels and check your answers.
What is surprising about camels?

Camels are **amazing**! They're **beautiful**, strong animals. They help us to carry things and people across the desert. Their milk is **delicious**. We can use their fur to make socks!

They're very intelligent and can understand lots of words.

Camels are **perfect** for the desert. Here's why:



They have large, flat feet so they can walk on the sand.



Healthy camels don't need to drink water often.



They have special ways to close their noses and eyes to stop the sand from coming in.

But be careful! Camels are very noisy and they can get angry.

#### 3 Look at the fact file and read the differences between horses and camels

|                        | Horse        | Camel       |
|------------------------|--------------|-------------|
| How tall is it?        | 157-173 cm   | 180 cm      |
| How heavy is it?       | 380-550 kg   | 600-1000 kg |
| How fast is it?        | 44 kph       | 40 kph      |
| How strong is it?      | around 80 kg | 170-200 kg  |
| How long does it live? | 25 years     | 40 years    |

Horses have large, beautiful eyes. Horses have strong teeth. They like to eat grass and drink fresh water.





#### 4 Read and answer T (True) or F (False)

- Horses are slower than camels.
- 2 Camels are taller than horses.
- 3 Horses are heavier than camels.
- 4 Horses are stronger than camels.
- 5 Camels live longer than horses.

## 5 Complete the table

| all        | taller    |
|------------|-----------|
|            | heavier   |
| ast        |           |
|            | bigger    |
| peautiful  | beautifu  |
| delicious  | delicious |
| 4011010-0- | shorter   |

## **LANGUAGE FOCUS**





A mouse is smaller than an elephant.

To make a comparative adjective, we add -er to the adjective. strong - stronger old - older

Some adjectives have special rules:

Adjectives with 1 vowel and 1 consonant at the end thin - thinner
That snake is thinner than this snake.

Adjectives that end in -y noisy - noisier
Parrots are noisier than spiders.

Adjectives that end in -e nice - nicer Is the new hotel **nicer** than the old hotel?

#### Write sentences to compare these animals

- 1 (snake / fox / dangerous)
  - A snake is more dangerous than a fox.
- 2 (pelican's beak / eagle's beak / long)
- 3 (elephant / hippo / big)
- 4 (giraffe / horse / tall)
- 5 (spider / snake / scary)
- 6 (camel / fennec fox / small)



## Think!

What do you think? Are camels more beautiful than horses?



## Find out

What's in a camel's hump?

## Tip!

Long adjectives stay as they are, but we add *more* or *less*.



#### LESSON 4

Look at the pictures and say
 Describe the bear.

Describe the pelican.

Why does the bear look angry?







## Read and listen. Where is the fish at the end of the

#### The Pelican and the Bear

A pelican and a bear are in the river. They are very hungry. They are both looking at a big, juicy fish.

The bear reaches for the fish. It lifts its paw.

The pelican opens its beak. It is ready to take the fish out of the water.

The bear sees the pelican. The pelican sees the bear.

'Excuse me,' the pelican says, 'that's my fish.'

The bear is surprised and angry. 'Pelican, look at my claws.

Now look at my teeth. That's my fish.'

The pelican looks scared. 'I'm sorry, Bear,' it whispers.

The bear is bigger and stronger than the pelican. The bear licks its paw. The bear is happy because it has a big fish for dinner.

Then the bear looks down. Oh no! It can't see the fish. It can't see the pelican.

'Pelican, where are you?' Bear shouts.

There is no pelican. But he can hear the happy pelican flying away.





#### Work with a partner. Ask and answer

- 1 Is the pelican scared of the bear? Why?
- 2 Why does the bear lick his paw?
- 3 Why is the pelican flying away?
- 4 What does the pelican want?



Do you like the story? Explain your answer.

fun interesting ok boring I don't understand



#### Think and Write

- 1 Which animal is stronger, the bear or the pelican? Why?
- Which animal is more intelligent, the bear or the pelican? Why?



## Think!

Work with a partner. Read and choose.

- a It's the bear's fish.
- b It's the pelican's fish.

Complete the sentences.

I think the pelican / bear is right because

I think the pelican / bear is wrong because

## PRONUNCIATION

6 Match

bird

pea

bear

pin

















pelican

/p/

pear

beak

bee



Write the words in the correct column. Listen and check

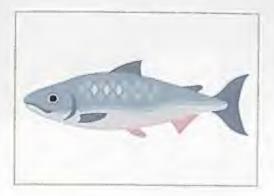
pelican

/b/

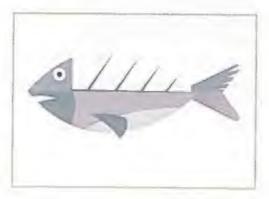
#### CLIL: MATH

2

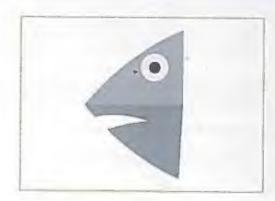
8 Look and write. How much fish is there?







$$\frac{50}{100} = 0.50$$





Listen and check your answers



Find out

Abu'l Hasan Ahmad ibn Ibrahim Al Uqlidisi was a mathematician. He wrote a book about decimals. When did he write this book?

## LESSON 5

## Animal fact file

#### Aardvarks

Aardvarks look very strange. They have big ears and a long nose. They use their very strong paws and claws to dig for food. They use their long tongues to eat ants.

Aardvarks sleep during the day. They hunt for food at night. Aardvarks live in many parts of Africa. Aardvarks can close their noses to stop the dust from going in.

| How long is an aardvak's tongue?   | 20-30 cm               |
|--|------------------------|
| The same of the sa | 50-80 kg               |
| How heavy is an aardvark?  | about 0.5 m in 15 secs |
| How fast can it alg a note:  | about 23 years         |
| How long does it live?   | OBOUT 20 Journal       |

| _ |          |              |            |          |              |
|---|----------|--------------|------------|----------|--------------|
| T | Read the | text quickly | and answer | T (True) | or F (False) |

- Aardvaks use their ears to dig holes.
- 2 Aardvarks sleep during the day.
- 3 Aardvarks eat mice. An aardvark's tongue is longer than your tongue.
- 5 Aardvarks live in Africa.

## 2 Think about an animal you like. Look at the chart and find out

- Write down everything you know about the animal.
- Think what information you need.
  - What do they eat?
  - Where do they live?
  - How big are they?
  - Why are they special?

## Do some research and write what you learned

K What I Know

W What I Want to know

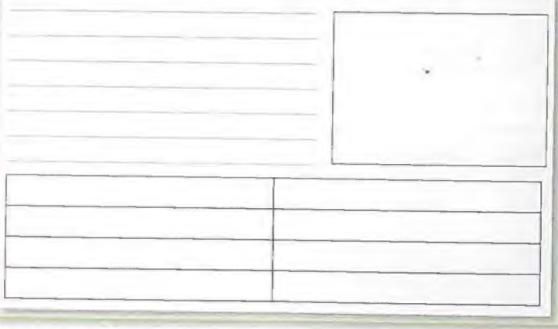
What I Learned

Dolphins are not dangerous. They are mammals not fish.

4 Use the information from the chart and write about your animal

Make sure to include interesting facts about the animal. Look at the fact file on page 46 for ideas.

## Animal fact file



Finish and check

Find or draw a picture for your fact file.

Did you answer all the questions in Exercise 2?



This is my fact file. What do you think?



Work with a partner. Show your fact file. Ask for their opinion

#### LESSON 6

#### A POSTER ABOUT AN UNPOPULAR ANIMAL

- 1 Work in groups. Think and research Find an animal that is not popular.
  - Find dit dillitidi triat is not popule
  - Where does it live?
  - Why isn't it popular?
- What does it eat?
- Why is it special?

- 2 Read and do
  - 1 Draw or find some pictures you can use.
  - 2 Make your poster.

#### Naked Mole Rat

The naked mole rat lives in eastern Africa. It has big teeth and no hair.

It can't control its body temperature because it has no hair.





But there are two things that make the mole rat special:

- 1 It doesn't get ill.
- 2 It lives for a very long time (31 years).

Scientists want to learn all about mole rats. They're not cute animals, but they are amazing!

3 Present

Have a class exhibition. Tell your friends one thing you like about their poster and one suggestion.

UNIT

#### SELF-ASSESSMENT

4 Do you remember the names for these animals and parts of the body? Look and write



- 5 Make comparisons. Use the adjectives to help you
  - cat / mouse (heavy) The cat is heavier than the mouse.
  - 2 giraffe / lion (dangerous)
  - $\frac{50}{100}$  / 0.75 (big)
  - 4 cell phone / laptop (small)
  - 5 car / bike (fast)
- 6 Do you remember? Read and write
  - 1 What do pelicans eat?
  - 2 Why is a camel's foot special?
  - Why do aardvarks have long tongues?



Think about Unit 2

Write two things you enjoyed. Write two things you learned.

3

# why are plants green



## In this unit I will ...

- listen, read, research, and write about plants and how they help us.
- practice making sentences with the superlative.
- read, listen to, and understand a short story.
- learn about and say words with the consonant blends /sl/ and /sw/.
- · write the life stages of a sunflower.
- research and write a report.



## Look, discuss, and share

Where is the girl? What is she doing? Why? Why do we grow plants?



## Did you know?

Did you know that we eat this seed? Chocolate comes from this plant.



## Find out

What other seeds can we eat? Share your answers with your partner. 3

# LESSON 1 PLANTS AND SEEDS



#### Listen and read

Dad: Come and look! Seleem: What is it, Dad?

Dad: Our tomato plants are growing

on the balcony! Look, can you see the leaves and the flowers?

Seleem: Oh yes, but why are the

tomatoes green?

Dad: Tomatoes are green before they

are red.

Seleem: How do we grow new tomatoes?

Dad: Tomatoes have seeds inside.

We can take the seeds and grow new tomatoes!
We plant a seed and the plant grows. That is called germination. We water the plant every day and the roots grow under the soil. The plant grows flowers and the flowers become tomatoes.

Seleem: That's awesome! And I found a red tomato! Let's have it for lunch!



#### Listen again and answer the questions

- Where are Dad and Seleem?
- 2 What are they talking about?
- 3 What do they want to do next?



## Listen and say. Then match

- 1 leaf
- 2 soil
- 3 root
- A shoot
- 5 seeds
- 6 flower
- A Look and complete

leaf roots seed shoot seil-

The germination process







Listen and check

6 Work in pairs. Answer the question Why can a plant die?

- Compare the daisy and the rose
- Compare the rose and the sunflower

tall beautiful colorful



The rose
is taller than
the daisy. The daisy
is more colorful
than the rose.



sunflower rose

Look at the fact file and read the differences between the flowers

|                        | daisy            | rose              | sunflower         |
|------------------------|------------------|-------------------|-------------------|
| How big is the flower? | 2.5-5 cm         | about 6 cm        | 7.5-15 cm         |
| How tall is it?        | 10 cm            | 60 cm             | 1-3.5 m           |
| How long does it live? | around<br>6 days | around<br>10 days | around<br>2 weeks |
| How heavy is it?       | around 20 g      | around 50 g       | around<br>200 g   |

| 11-0 | Read   | and | answer | T | (True) | or F | (False) |
|------|--------|-----|--------|---|--------|------|---------|
|      | * * ** |     |        |   | (      |      | (1 4100 |

- 1 The rose is smaller than the daisy.
- 2 The sunflower is taller than the daisy.
- 3 The sunflower is the biggest flower.
- 4 The rose lives the longest.
- 5 The daisy is the heaviest.

## LESSON 2 PLANTS IN EGYPT

## Read about plant habitats and label the photos







Agricultural habitat Farmers work here. They grow food for us to eat.

Rivers and lakes
Plants near rivers
and lakes need a
lot of water.

There is not much rain here. Plants that live in the desert do not need a lot of water.

## 2 Where do these plants live? Complete the table



lotus flower



tamarisk



bean plant



acacia



| River or lake  | Agricultural | Desert |
|----------------|--------------|--------|
| 1 lotus flower | 3            | 5      |
| 2              | 4            | 6      |

## 3

## Work with a partner. Discuss these questions

- Where do you live?
- 2 Is where you live a desert or agricultural habitat? Is there a river or lake?
- 3 Which plants grow where you live?

## LANGUAGE FOCUS

A daisy is **taller** than a lotus flower. A reed is **taller** than a daisy. A reed is **the tallest** plant.



To make a superlative adjective we add -est to the adjective.

tall - taller - the tallest

Some adjectives have special rules:

Adjectives with 1 vowel and 1 consonant at the end

big - bigger - the biggest

My cat is the biggest on our street.

Adjectives that end in -e nice - nicer - the nicest

My city is the nicest place to live.

Long adjectives

beautiful - more beautiful - the most beautiful I think a rose is **the most beautiful** flower.

Adjectives that end in -y

heavy - heavier - the heaviest

I have the heaviest suitcase.

#### 7 Complete the table

| 1     | taller | the tallest        |
|-------|--------|--------------------|
| big   | 2      | 3                  |
|       | 4      | the heaviest       |
| heavy | 6      | the most beautiful |

1 (cat / snake / fox)

A fox is scarier than a cat. A snake is scarier than a fox. A snake is the scariest animal.

- 2 (corn / bean / egg plant)
- 3 (strawberry / orange/ lemon)
- 4 (bee / beetle / butterfly)
- 9 What's the most beautiful flower? Ask and answer
  - Why do farmers grow sunflowers? What do sunflowers produce?



## LESSON 3 CLIL: SCIENCE

#### Read and number

- A plant produces **pollen** in a flower. It uses pollen to make new seeds. The seeds travel away from the plant. The seeds need a new place to grow.
- 2 Some seeds can move in the wind. These seeds are very light.
- 3 Some seeds can stick to an animal's fur. The animals move and take the seeds with them.
- Other seeds can float on water to find a new place to grow. These seeds are usually big and light.









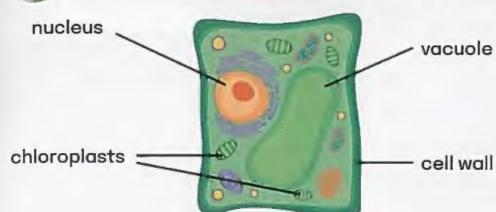
Work in pairs. Discuss these questions. Listen and check
How do seeds move to new places?
Why do seeds move to new places?

#### 3 Look and circle

- Circle in blue: seeds which travel by air
- Circle in red: seeds which travel on animals
- Circle in green: seeds which travel by water

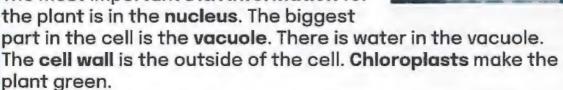


#### Look, listen, and read. Is a plant cell big or small?



A plant is made of millions of cells. The plant cells are very, very small. You can only see them with a microscope.

There are 4 important parts in a plant cell. The most important **DNA information** for the plant is in the **nucleus**. The biggest part in the cell is the **vacuale**. There is wat



The plant cells make food for the plant. They use sunlight, carbon dioxide, and water.

#### 5 Read the text again. Choose a or b

- 1 What is in the nucleus?
  - Gases, like oxygen and carbon dioxide.
  - b Information about the plant.
- 2 What is in the vacuole?
  - chloroplasts

- **b** water
- 3 Why do you think the cell wall is important?
  - It protects the cell.
  - b It It makes the cell green.

#### 6 Look, read, and complete

cloan homes reeds roots wash water

#### How can reeds clean water?

Plants can help us in many ways. For example, some plants can I clean dirty water.

We use water in our
for many things.
We cook with water,

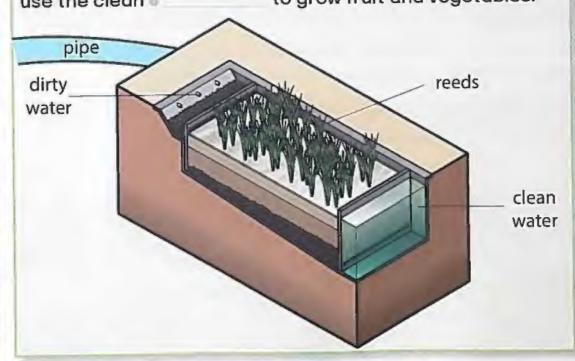
our hands, and

take a shower. When dirty water leaves a house, it goes in a big pipe. In some places, the pipe takes the dirty water to a special tank.

reeds

At the top of the tank, there are 4.

The 5 of the reeds clean the water. The plant cells in the roots make nutrients for the plant. Farmers can use the clean 6 to grow fruit and vegetables.



#### 7 Look, ask, and answer

- 1 Look at the photo, what can you see?
- 2 Why do people grow plants near their homes?
- 3 Do you have plants in your home? Why?



Read and listen to the text. How do plants make the air clean?



#### How plants clean air

People need oxygen so we can breathe. In our cities, the air is polluted because of factories and cars. There is a lot of carbon dioxide in the air.

Plants take carbon dioxide from the air. The plant cells need carbon dioxide to make nutrients for the plant. The plants also make oxygen. Plants in our houses and parks give us oxygen to breathe.

In some cities, like Paris and Milan, people are growing plants on apartment buildings. These plants keep the buildings cool and help with air pollution. The people who live in the buildings can breathe cleaner air.

#### 9 Read the text again. Match the words with the definitions

- 1 polluted
- a a gas in the air that people need to breathe
- oxygen
- b a gas in the air that plants use to make their food.
- 3 carbon dioxide a dirty from factories and cars

#### LESSON 4



Look at the photos. What can you see? What do you think the story is about?









Read and listen. Who is Lucas?

#### Lucas and his farm

Lucas lives on a farm in the United States. It is a very special farm. Forty years ago, the land was very **dry**. There was no farm. No one wanted to live there.

Lucas's grandparents lived in the city, but they didn't like it. They didn't like the polluted air and the noise. They wanted to have a farm. They decided to buy some land.

At first, life was very difficult. They worked very hard and they planted millions of seeds. They used rainwater to water the seeds. They needed about a billion liters of water a year. They used plants to clean the water.

They grew many fruits like oranges and lemons. They brought animals to the land. They planted trees and flowers. They sold their fruit and animals.

Today, Lucas lives on the farm with his mom and dad. They are very happy and they have a good life. They are very proud of Lucas's grandparents. They used plants to make the land green.

- Work with a partner. Answer the questions
  - 1 Why did Lucas's grandparents plant seeds?
  - 2 How did Lucas's grandparents change the land?
  - 3 Why do you think Lucas likes the farm?
- Do you like the story? Explain your answer

boring OK interesting I don't understand

5 Work with a partner. Why is it important to turn desert land into farmland?



Work with a partner. What do you think was the most difficult thing for Lucas's grandparents to do? Why?

Complete the sentence:

Farms are good for the land because



#### CLIL: MATH

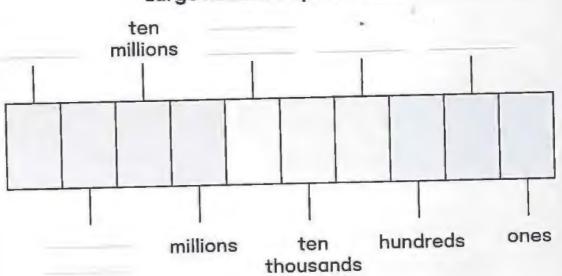


A billion is a thousand million: 1,000,000,000.

6 Look and label the diagram with the correct numbers

billions hundred millions hundred thousands tens thousands

#### Large numbers up to billions



#### 7 Read and match

- 1,000,000,000
- 2 100, 000,000
- 3 1,000
- 4 100,000
- 5 10,000

- a a thousand
- b ten thousand
- a billion
- a hundred million
- e a hundred thousand

#### **PRONUNCIATION**

3

8 Match

swim

slice

swan

slippers

N.















sweet

sweep

sleep

switch



Listen, check, and say

10 We use the suffix -ful at the end of many adjectives. It means full of. Find the words in the box. Check the meaning of the words in a dictionary

beautiful careful colorful helpful useful

|   |   | _ |   | _ |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| s | 1 | i | h | е | р | у | u | С | m |
| С | a | г | е | f | u | 1 | i | 0 | W |
| е | s | t | 1 | r | g | b | w | 1 | h |
| d | w | s | p | a | n | r | t | 0 | t |
| u | s | е | f | u | 1 | d | u | r | d |
| е | h | i | u | s | w | i | t | f | h |
| u | p | m | ı | n | g | е | 0 | u | b |
| b | е | a | u | t | i | f | u | 1 | е |

#### Look and order the life stages of a sunflower













#### 2 Complete the sentences about the life stages of a sunflower with the words in the box

After Afterthat Finally First Next

- , you plant the sunflower seed in soil. You put it in sunlight and water it.
- , the seed germinates and it starts to grow roots under the soil.
- 3 , the shoot grows above the soil. It grows leaves. It gets taller.
- , about 4 months, the sunflower opens and faces the sun.
- the sunflower dies and drops its seeds. The process begins again.



Listen and check



#### Listen and complete the life stages of a tomato



- 1 First, you
- 7 the seed germinates, and it starts to grow roots under the soil.
- 3 After that, the shoot

It grows taller.

- 4 Finally, the
- 5 a few weeks, the tomato plant

The process begins again.



Choose a plant. Write about the life stages of the plant

#### LESSON 6

#### A REPORT ABOUT A PLANT

1 Work in groups. Think and research

Find an Egyptian plant.

- Why is it an important plant?
- Where does it live?
- What does the plant need?
- How can we help it?

#### 2 Read and do

- 1 Draw or find some pictures you can use.
- 2 Make your report with your group.

#### Papyrus

Papyrus is a very special plant that grows in the Nile Delta. It is famous because Ancient Egyptians used papyrus for paper. They also made sandals and baskets from papyrus.

Today, there are not many papyrus plants near the Nile. Farmers like to grow fruits and vegetables. People do not use papyrus for paper now. Papyrus plants are still important in some places because they help to clean water.





#### 3 Present

Have a class exhibition. Tell your friends one thing you like about their report and one suggestion.



Do you remember the names for these parts of a plant? Look and write







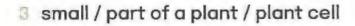




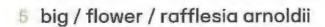


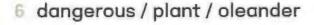
5 Look and make superlative sentences

- tall / land animal / giraffe The tallest land animal is the giraffe.
- 2 heavy / land animal / elephant











rafflesia arnoldii



oleander

6 Do you remember? Read and write

- 1 Why do plants need sunlight and water?
- 2 Why are plants useful?



Think about Unit 3

Write two things you enjoyed. Write two things you learned.

# REVIEW 1

LESSON 1



Listen and point

Start



Finish



Look and write

3 Play and say



What's number 15?

It's a camel.



## A Read and color the digestive system

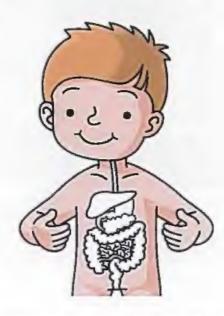
Color the esophagus orange.

Color the small intestine blue.

Color the liver black.

Color the large intestine green.

Color the stomach pink.



## 5 Complete the sentences with the words in the box

waste liver small intestine esophagus

- 1 The goes from the mouth to the stomach.
- 2 The takes the fats out of food.
- 3 From the stomach, food goes to the
- 4 The large intestine removes

# 6 Point and say



What's this?

It's the mouth – it's the beginning of the digestive system.



## LESSON 2



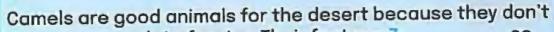
## Look and complete with the words in the box

close desert drink flat fur important milk sand strong

I love camels. They are very 1 animals in Egypt. They are 2 and they can carry people and things across the 3

They are tall animals, with thin legs. Their
is delicious and we can use their

5 to make clothes.



a lot of water. Their feet are 7
they can walk on sand in the desert. They can 8
their noses and eyes to stop the 9



## Listen and check

3 Think of another desert animal. Draw and write

I love . They are

They

They

They are good animals for the desert because they



## Listen and write the words you hear. Then match

- 1 nose
- 2 C
- 3 m
- A s
- 5 s
- 6 s
- 7 p
- 8 b

















5 Complete the sentences with verbs with 're'

paint make clean do



1 I need to repaint my garden table.



2 The kitchen was clean this morning, but now I need to it



3 Today I need to my little brother's band-aid.



4 I burnt the pancakes - I have to them.



Listen and check

## PRESENTATION

1 Work in groups. Choose an important Egyptian plant

Find out about it:

- Where can you find it?
- What does it need to live?
- What does Egypt make from it?
- Why is it important for Egypt?

## Egypt's cotton

Egypt is very famous for its cotton. It is probably the best cotton in the world. This is because the Egyptians grow it along the Nile, and the Nile soil is very rich in nutrients. The Egyptian climate is humid, that is wet. The sun shines almost every day. All these conditions are excellent for very good cotton.

Egyptian cotton is special because its fibres are longer than other cottons.

Egyptians make fantastic **bedsheets** and **towels** from the cotton, as well as other things. The cotton goes to countries all over the world, because many people love Egyptian cotton.





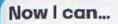
### 2 Read and do

- 1 Draw or find some pictures you can use.
- 2 Make your report with your group.

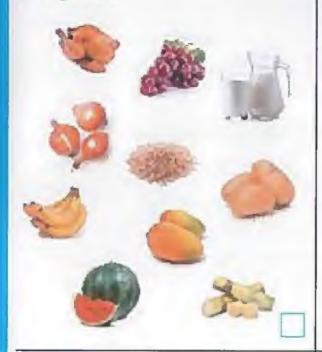
#### 3 Present

Have a class exhibition. Tell your friends one thing you like about their report and one suggestion.

## SELF-ASSESSMENT



1 say food



2 say desert animals















3 say parts of a plant













4 say these sounds

sl slice, sleep

sw swan, sweet

p pea, pin

b bear, bird

long vowels home, snake short vowels pan, mom

# NON-FICTION READER WHERE DOES CHOCOLATE COME FROM?

Work with a partner. Ask and answer

Do you like chocolate?

When do you eat it?

What's your favorite kind of chocolate?



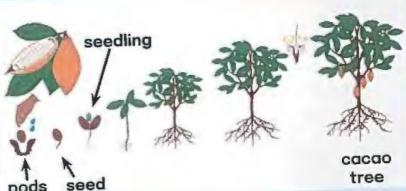
Read and listen to the text about chocolate

# Where does chocolate come from?

People in Mexico were the first to make chocolate about 1,000 years ago. Spanish people brought chocolate to Europe in the 1500s. Now people make chocolate all around the world.

Do you know where chocolate comes from? It comes from the cacao tree. Today, most cocoa comes from trees which grow in Africa.

Farmers plant cacao seeds in the soil. The seeds need water and sunshine. The plants grow taller. The fruits of the cacao tree are called pods.



seed

When the beans are ready, the farmers open them and dry them in the sun. The farmers roast the beans in an oven. They take out the seeds.

The seeds go to a factory. In the factory, the workers add sugar and milk. Then they press it down to make a bar of chocolate. Then it's yummy to eat!

| 3 | Re   | lead again and choose the correct | onswer, a or b           |  |  |  |
|---|--|-----------------------------------|--------------------------|--|--|--|
|   | 1  | Who first made chocolate?         |                          |  |  |  |
|   |  | a Mexican people b                | African people           |  |  |  |
|   | 2  | Who brought chocolate to Europe?  |                          |  |  |  |
|   |  | a Belgian people b                | Spanish people           |  |  |  |
|   | 3  | Most chocolate today comes from   |                          |  |  |  |
|   |  | a Mexico. b                       | Africa.                  |  |  |  |
|   | 4  | To make chocolate, workers mix    |                          |  |  |  |
|   |  | a seeds, milk, and sugar.         | beans, fruit, and sugar. |  |  |  |
| 4 | 4 Read and order   |                                   |                          |  |  |  |
|   | a 1 The farmer plants the cacao seed.  |                                   |                          |  |  |  |
|   | <ul> <li>Then the farmer roasts the seeds in an oven.</li> <li>After that, the cacao seeds go to the factory.</li> </ul> |                                   |                          |  |  |  |
|   |  |                                   |                          |  |  |  |
|   | The farmer picks the cocoa beans and puts them in the sun.   |                                   |                          |  |  |  |
|   | e The seed grows into a seedling and then a tree.  |                                   |                          |  |  |  |
|   | The factory workers add sugar and milk, and the chocolate is ready!  |                                   |                          |  |  |  |
|   | g  | The tree grows cacao beans.       |                          |  |  |  |
|   | h  | The seed germinates.              |                          |  |  |  |
| 5 | 5 Work with a partner. What did you learn? Ask and answer  |                                   |                          |  |  |  |
|   |  | What                              | They                     |  |  |  |
|   |  |                                   | eed water                |  |  |  |
|   |  | need? and                         | d sunshine.              |  |  |  |
|   |  |                                   |                          |  |  |  |
|   |  |                                   |                          |  |  |  |
|   |  |                                   | 7 3 77 2                 |  |  |  |

# English for us



4

Ontario, Canada

where the house?



## In this unit I will ...

- listen, read, research, and write about different houses and places in a town.
- practice making sentences with prepositions.
- read and listen to a short story.
- learn about and say words with /f/ and /v/.
- · write an informational text.
- research and make a poster.



# Look, discuss, and share

Why is this house unusual?

Do you think it is in the city or the country? Why?

Would you like to live in an unusual house? Why?

# Did you know?

Ontario, Canada has some very unusual houses. What kind of houses are there?



# Find out

Where are unusual houses in Egypt? Share your answers with your partner.

# 4

# LESSON 1 AT HOME



## Listen and read

Mom: Look at our lovely new apartment!

Talia: It's fantastic!

Mom: Which is your favorite room?

Talia: For me it's my bedroom.

Mom: My favorite is the living room with the balcony. I can

see the whole street! Talia, can you help me organize

the kitchen?

Talia: That sounds good, let's do it!



## Listen again and answer the questions

- Where are Mom and Talia?
- 2 What are they talking about?
- 3 What is Mom's favorite room? Why?

## 3 Look and match

- kitchen
- e
- 2 bedroom
- 3 bathroom
- 4 living room
- 5 dining room
- 6 balcony















Listen and say the correct room

## 5 Look and read. Then read and complete

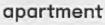
- I My grandparents live in a \_\_\_\_\_.
  The rooms of their house are in the rock. Inside it's never too hot or too cold.
- 2 My aunt moved to a new \_\_\_\_\_ with her family. They are very happy because they have a big balcony.













houseboat

- 3 My friend and her family live on a \_\_\_\_\_\_. It's small, but she loves living on water.
- In the desert, some people live in a \_\_\_\_\_\_\_. This home is made of cloth.
- 5 I love living in a \_\_\_\_\_ because it is big. My grandparents live with us. I can play outside with my brother and sister.



## Listen and check



## Work with a partner. Describe your home



I live in an
apartment. My
favorite room is the
living room. I play games
with my brother in the
living room. Where
do you live?

I live
in a house.
There is a living
room and three
bedrooms.

# LESSON 2 WHERE IS IT?



Read and listen. Answer the question

My name's Zain. I live in a village **next to** the Nile. I live in a house with my family.

Our house is not the biggest in the village. It is **between** a yellow house and a brown house. There are tall trees behind the house.



Which house does Zain live in?



Look, listen, and say



on



in



3

7

under



above



next to



between



behind



in front of

## 3 Look and complete the sentences



The tent is next to the car.



The pink house is
the red house
and the yellow house.



The trees are the apartments.



UNIT

There's a plant the sofa.



There are 4 chairs and a table the balcony.

## **LANGUAGE FOCUS**

We use prepositions of place to say where something is:

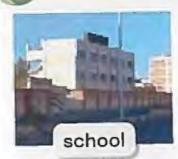
The kitchen is *next to* the living room.

The cave is in the rock.

My house is *between* the tall house and the tree.



## Look, listen, and say









- where we buy food-
- 2 where we send letters
- 3 where I learn
- where I buy clothes and shoes
- 5 where my mom and dad work
- 6 where we go when we are sick



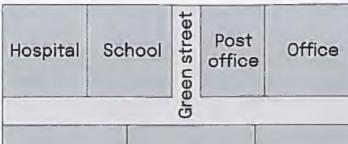




- a office
- **supermarket**
- c shopping mall
- d school
- e hospital
  - f post office

## 6 Look and connect









Supermarket Shopping Museum





Park





## Where is it? Look and make sentences

- 1 hospital / school
  - The hospital is next to the school.
- 2 shopping mall / supermarket / museum
- 3 Green Street / school / post office
- 4 the park / the shopping mall



Look and say. Make more sentences about the map The shopping mall is next to the supermarket.





# LESSON 3 MY TOWN

# Read the text. Write the building names 1-4 on the map

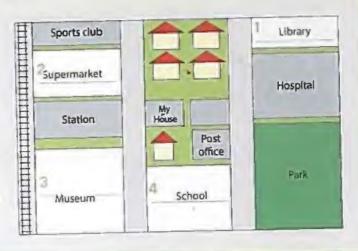
I love my town. It is small, but it has stores, offices, a school. and many other places. It is a good place to live.

I walk to school every morning. My school is next to the hospital. Next to the hospital, there's a park. I often play football in the park with my friends.



Near my house, there is a supermarket. It is between the station and the sports club.

The shopping mall is on the other side of the station, so the station is between the supermarket and the shopping mall. My dad's office is in front of the park. It's next to the post office.



## 2 Read again and answer T (True) or F (False)

- Nader's town is very big
- He goes to school by car.
- There are three houses in front of the shopping mall.
- 4 His town doesn't have a park.
- 5 Nader's dad's office is next to the hospital.
- 6 The station is between the shopping mall and the supermarket.



# What buildings are in your city or village? Discuss and write

4 Draw a simple map of your city or village

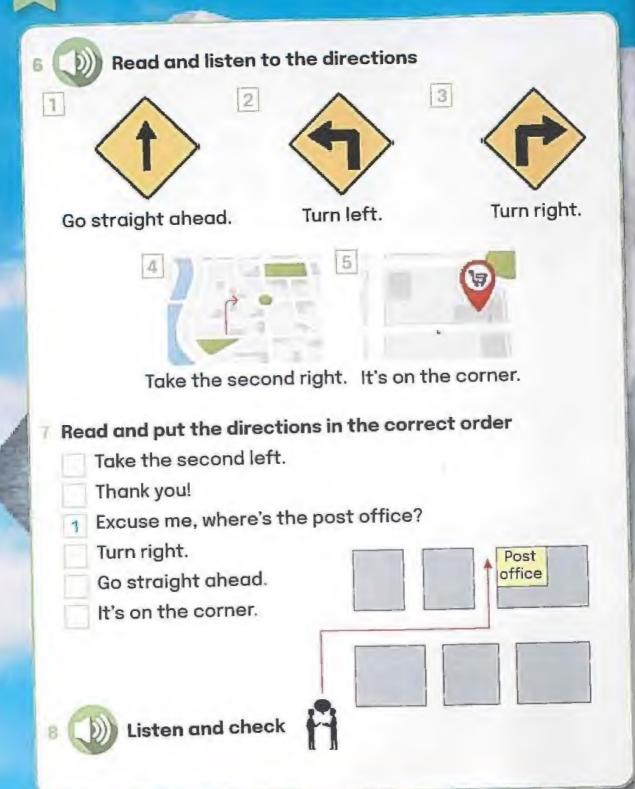


## Look, read, and answer

- 1 Where is your school?
- 2 Is there a post office? Where is it?
- 3 Is there a station? Where is it?
- 4 Where is the bank?



# GIVING DIRECTIONS



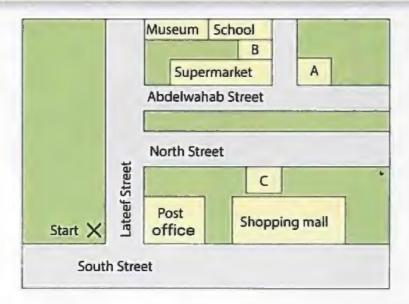
# Dina is going to visit her friend Fareeda. Read and follow the directions. Does Fareeda live in house A, B or C?

Hi Dina!

I'm so happy you are coming to my house today. Here are some directions. From the corner of South Street with Lateef Street, go straight ahead. Take the second right to Abdelwahab Street. Go straight ahead. Turn left at the supermarket. My house is between the supermarket and the school.

See you soon!

Fareeda xx



Fareeda lives in house



Work with a partner. Look at the map and give directions. Which place is it?



From the
corner of South
Street and Lateef Street, go
straight ahead. Turn right on
Abdelwahab Street. It's on
the right.

It's ...



# LESSON 4

# Read Mariam's essay about Hurghada and complete the table

| City                           | Hurghada |
|--------------------------------|----------|
| Where it is                    |          |
| How many people live there     |          |
| Interesting things in Hurghada |          |

# Hurghada-My town

Hi, I'm Mariam. I live in a city called Hurghada. It's in the south of Egypt and about 300.000 people. live here. In Hurghada there's a beach and there are lots of cool stores and restaurants. There is also the Sahara Desert where lots of tourists go on safaris. We also have Sahl Hasheesh, which has an old town and a new town. The old town has some beautiful houses.



Mariam





Old town of Sahl Hasheesh.



Sahl Hasheesh, Egypt



Sahara Desert

- 2 Why does Mariam use bold text?
- 5 Do you want to go to Hurghada? Why?



## WRITING

6 Look at the text about Dubai. Label the pictures with the words in the box

bold text flag heading map photos

#### heading The United Arab Emirates

The United Arab Emirates (UAE) is a country with 7 areas. About 9.8 million people live in the UAE. The biggest city is Dubai. The UAE flag is green, white, black, and red.





In the UAE, there are lots of tall 
buildings. The tallest building is the Burj Khalifa It is 828m tall.

ARIS DHAM



Araha

There are many special islands too. Some islands look like a palm tree!
There is also a big desert.
You can ride camels there. It's great fun!

7 Think about your village or city. Do research and complete the table

4

City/Village
Where it is
How many people live there
Interesting things in my city/
village



Read and complete. Write about your village or city

Hi, I'm . I live in a city/
village called . It is in
. About
people live here.

here. We don't have , but we have

There are

Work with a partner. Show your writing. Ask for their opinion

This is my city. What do you think?





## LESSON 5



# Read and listen. How did Sherif's dad help the small child?

## Living on a boat

My friend Sherif lives on a boat in the summer. His parents work on tourist boats so he goes with them. They travel up and down the Nile.

He likes the summer very much. He sees many interesting places and he meets people from all over the world. He speaks English and Chinese with the tourists.

One day, the boat stopped and Sherif saw some children playing. Suddenly a small child fell into the river! The child shouted 'Please help me!'

Sherif called his dad. Dad saw the child and jumped into the river. He swam and saved the child! The child smiled and said. 'Thank you so much!'

Sherif was very happy, but he also decided to learn to swim.

# 2 Read again and write T (True) or F (False)

- Sherif lives in a city in the summer.
- 2 Sherif can speak English and Chinese.
- 3 The small child fell into the river
- A Sherif saved the child.

# 3 Work with a partner. Ask and answer

- Why is it important to help others?
- 2 Do you think it's important to know how to swim? Why?

fun interesting OK boring I don't understand

## **PRONUNCIATION**

5 Match and write

cave face fan fish foot living room van vegetable

1



2



3



4



5



6



7



8



6

Listen and check. Then listen and repeat



Tip!

Touch your neck with your finger. Say 'fish'. Your neck doesn't move.

Say 'van'. What do you feel?

## LESSON 6

#### PROJECT

1 Work in groups. Think and research

Think about places in a town. Make a note of the places you visit every day.

- Who works in these places?
- How do they help us?

### 2 Read and do

- Draw and find some pictures you can use.
- 2 Make your poster.

The people who help us: the supermarket worker

Headings

Map or diagram

| Sports club |               | Library  |
|-------------|---------------|----------|
| Supermarket |               | Hospital |
| Station     | House<br>Post |          |
|             | School        | Resi     |



Check you have these in your poster

Photo/s or drawing/s

Bold text for important words

This is Maggie. She works at the **supermarket** near my house. My family and I see her **every week** when we buy food.

Maggie checks the food is fresh. She **helps** us when we can't find something. She is very **kind** and **happy**.

#### 3 Present

Have a class exhibition. Tell your friends one thing you like about their poster and one suggestion.

4 Do you remember the names for the different rooms and houses? Look and write















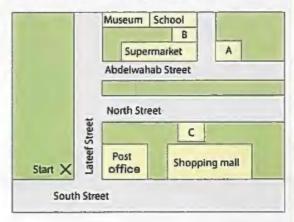






5 Look at the map and write 4 sentences with prepositions

The museum is next to the school.





Think about Unit 4

Write two things you enjoyed.

Write two things you learned.

UNIT 90



## In this unit I will ...

- listen, read, and write about workers in my community.
- learn about electricity.
- practice using this, that, these, those.
- practice word stress on two-syllable nouns.
- think and write about the pros and cons of different jobs.
- make a poster about workers in my community.



# Look, discuss, and share

What is the problem in the picture? Who can help?



# Find out

How can someone become a plumber?



# Did you know?

A broken faucet dripping once per second can waste more than 13,000 liters of water in a year.





## Listen and read

How many people helped you live in your home?

A builder made the walls strong and safe.

An electrician connected the electricity so you can use lights, watch TV, or do your homework on a computer.

A plumber connected the pipes and faucets so you have water to have a shower and brush your teeth.

A garbage collector takes away all the garbage, so you can keep your house nice and clean.

A mail carrier delivers your letters and packages. But you also need help when you leave the house. You need a mechanic to fix the car or the bus driver to take you to school.



# 2

## Listen again and answer

- Who made you somewhere to live?
- 2 Who helps you get to school on time?
- 3 Who connected your home to electricity so you can watch TV?
- 4 Who connected your home to water so you can wash your hair?
- 5 Who helps you keep your home clean?



## Listen and say. Then write

builder bus driver electrician garbage collector mail carrier mechanic plumber











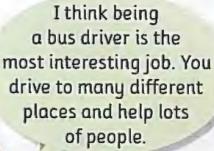






## What do you think?

- Which job is the most interesting? Why?
- 2 Which job is the most difficult? Why?
- Are any of the jobs dangerous? Why?





# Did you know?

Cairo produces around 20,000,000 tons of garbage every year. Garbage collectors work hard to collect it all.

# LESSON 2 ELECTRICITY

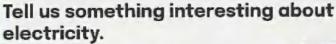


Look around you now. How many electrical things can you see?

- 2 Read the interview quickly. Then answer the questions
  - 1 Why is electricity dangerous?
  - 2 Is it easy to become an electrician?
  - 3 Why is a broken wire dangerous?

#### Amira the electrician

This is Amira, she's an electrician. She studied and **practiced** for three years before she became an electrician. She knows how to work safely with electricity.



Did you know, electricity travels faster than 300,000 kilometers/second!

In a storm we sometimes see a flash of lightning. That flash has enough electricity for 1,000 families for a year!

## Is electricity dangerous?

Yes, very dangerous. If we get an electric shock, we can't

control our bodies. It can also burn us. Electricity is always trying to go into the ground. It travels easily through water and our bodies are 70% water.

## How can we use electricity safely?

Never touch anything electrical with wet hands.

Look, this is a broken wire
- don't use it. You can get
an electric shock or start a
fire!

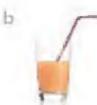
Never put anything into a socket, only use plugs.



## 3 Read the interview again. Answer the questions

- How fast can electricity travel?
- 2 How much is 70%?









## Read and complete the sentences

Never touch anything electrical with \_\_\_\_\_ hands.

Always make sure your hands are before you touch anything electrical.



## Amira, how can we save electricity?

That's a great question. We often waste a lot of electricity. Remember these things:

- When you leave a room, turn off the lights.
- If you're not using your computer or television, unplug it.
- Use natural light in the day.



## Work with a partner. Ask and answer

- What do you do to save electricity?
- What does your family do to save electricity?
- 3 What is the good advice in the interview with Amira?
- 4 Why do we need to save electricity?
- 5 Do you want to be an electrician? Why?



# Find out

What do plugs look like in other countries?





# Think!

Why do we use electricity if it is dangerous?



### 6 Find these words in the interview and write. Can you guess the missing words?





















### 7 Guess. Then look around the classroom and count

- 1 How many sockets can you see right now?
- 2 How many plugs can you see right now?
- 3 How many things can you turn on or turn off?

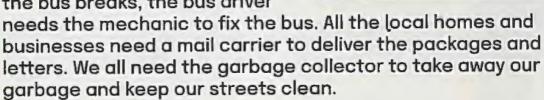
# LESSON 3

### 1 Read. Which people help you every day?

### Workers in our community

Do you like helping people? In our community we can all help each other. Many of the people around us have special skills to help us. Together, we help each other and make our city or village a nicer place to live.

For example, a bus driver helps a builder to get to work. When the bus breaks, the bus driver



We can all help each other. It's the right thing to do and it feels good.

We all like different things. Some jobs are interesting for some people, but they are boring for other people. All the jobs are very important.

### 2 Read and think. Do you agree with these sentences?

Some jobs are more important than other jobs.

> We always need to help each other.

Some jobs are very boring.

### 3 Read and match the pictures to the sentences

- 1 That's the bus driver's bus.
- 2 This is the socket the electrician is fixing.
- 3 That's the garbage collector's truck.
- 4 These are the plumber's tools.
- 5 That's the mail carrier's bicycle.
- 6 This is the car the mechanic is fixing.
- 7 Those are the builder's hard hats.

















Think!

10 10 12

How do you and your family help your community?

# 4 Look, read, and match the sentences to the pictures

- That mail carrier is delivering letters.
- 2 These mechanics work in the repair shop.
- This bus is taking me to school.
- 4 Those builders are building the new hospital.









### **LANGUAGE FOCUS**

We use this, that, these, those to say how close an object is to the speaker.

When we choose between this, that, these, those we need to think about the noun.

Is it singular or uncountable?

Is it plural or countable?

Is it near or far from the speaker?

|  | near to the speaker                                 | far from the speaker                     |  |
|--|---|--|--|
| singular nouns +<br>uncountable<br>nouns | this  This is the socket the electrician is fixing. |  |  |
| plural nouns +<br>countable nouns        | these These are the plumber's tools.                | those  Those are the builders' hard hats |  |

### 5 Complete the sentences

That These This Those

1 Can you see? \_\_\_\_\_\_ 's the mail carrier.



2 is my aunt. Her name is Amira. She's a teacher.



3 \_\_\_\_\_ children are going to school.



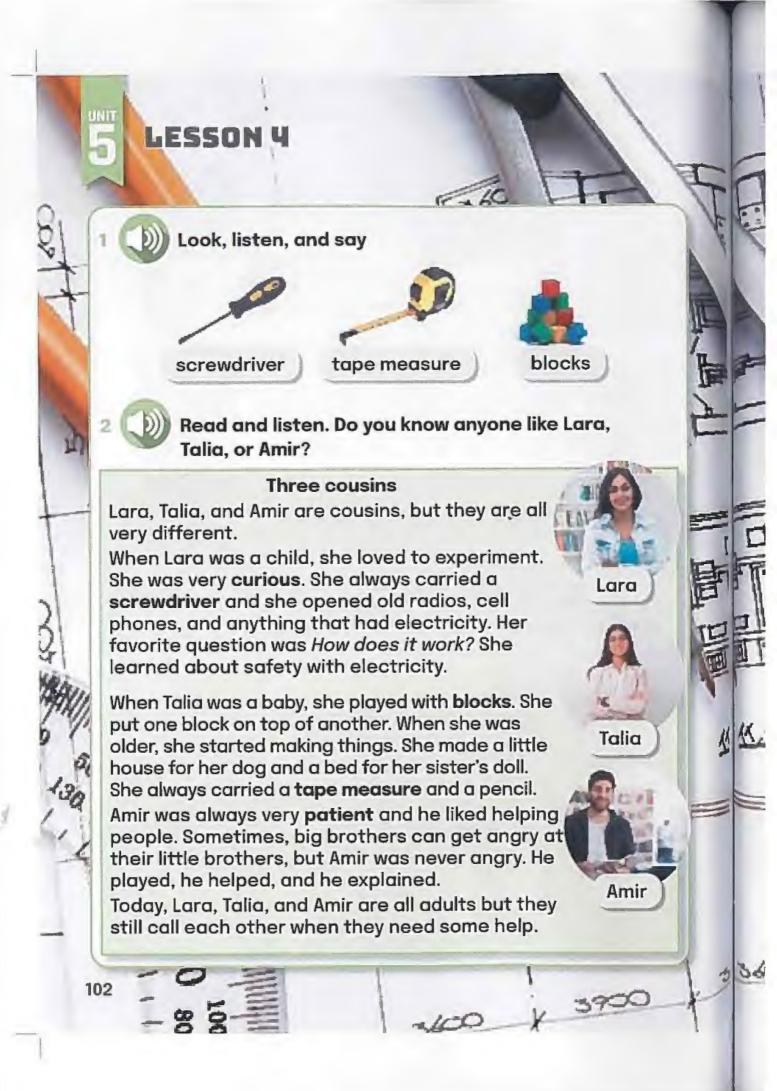
4 \_\_\_\_\_ children are going to school.



6 Choose two jobs. Think of two advantages and two disadvantages for each one



A garbage
collector is outside
all day. When it rains, the
garbage collector gets wet! But
the garbage collector is happy
because he helps to clean the city.
He is healthy because he
walks every day.



# Think, choose, and write. What do you think Lara, Talia, and Amir do today?

an architect an electrician a teacher

- 1 Lara is
- 2 Talia is
- 3 Amir is

### 4 Read again and answer the questions

- 1 Who does Amir call when the fan doesn't work?
- 2 Who does Lara call when she wants to change something in her house?
- 3 Who does Talia call when she doesn't understand something in her English class?

# 0

30600

#### Ask and answer

What did you like to play when you were little? What do you like to do now? What job do you want to do? Why?



When I was little, I played with blocks and dolls. 2

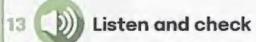
# PRONUNCIATION

| 6  | Look and say. How many s               | Ilables are in each word?      |
|----|--|--------------------------------|
|    | electrician                            | plumber                        |
|    | teacher                                | mechanic                       |
|    | builder                                | dentist                        |
|    | bus driver                             | doctor                         |
|    | architect                              | taxi driver                    |
| 7  | Listen and check                       |                                |
| 8  | Which one is correct Listen and choose | t?                             |
| (  | dEntist or dentist                     |                                |
| 9  | Underline the main stress              |                                |
| 10 | Listen and check                       |                                |
| 11 | Listen. Which word                     | nas the correct stress a or b? |
|    | 1                                      | 4                              |
|    | 2                                      | 5                              |
|    | 3                                      | 6                              |

### CLIL: MATH

Shirt 5

12 Look and think. Write the missing numbers



14 Read and solve the problem

There are two hundred children in Grade 6. Today they are going on a school trip.

Each school bus carries 50 children + 1 teacher and 1 driver.

How many buses do they need?





Find out

What is this symbol ÷ called? A Swiss mathematician called Johan Rahn used it first in 1659.

### LESSON 5



Think about a mail carrier's job. What are the good and bad things about the job?

### 2 Read and complete the table

My name is Sherifa. In class this week, we're talking about the good and bad things about different jobs. My aunt is a mail carrier in the United States. I talked to her about her job and she told me some of the **pros** and **cons**.

#### Pros and cons of being a mail carrier.

What's it like to be a mail carrier?

There are some good and bad points about the job.

On one hand, mail carriers are outside all day. This is great when the weather is good, but it's not fun when the weather is very hot or wet and cold. Mail carriers walk all day and get a lot of exercise. They also speak to a lot of people. This is a nice part of the job. Everybody likes getting mail, so everyone likes meeting the mail carrier. On the other hand, there are also some bad things to think about. Being a mail carrier is not an easy job. The mail bag is very heavy. It can give some mail carriers a backache. Another bad thing is that they wake up very early. My aunt starts work at 6 o'clock in the morning.

| Cons |
|------|
|      |
|      |
|      |
|      |

| Read again and answer the quest | ions |
|---------------------------------|------|
|---------------------------------|------|

- 1 What is the paragraph about?
- 2 How does Sherifa start her paragraph?
- 3 How does this help the reader?
- 4 Choose a job. Write some pros and cons

The job I chose is

| Pros | Cons |
|------|------|
| 1922 |      |
|      |      |
|      |      |



Write a paragraph about the pros or cons of the job you chose

6 Work with a partner. Show your paragraph. Ask for their ideas



This is my paragraph. What do you think?



### LESSON 6

### A REPORT ABOUT PEOPLE WHO HELP US

### 1 Read the report



Workers who made our school



The builders built the school. The plumber gave us water. The electrician gave us light.

The cleaners keep the school clean. The bus drivers bring the children to school.

The garbage collectors take away our trash.

The mechanics  $\boxtimes$ x the cars and buses that bring the children to school.



## 2 Make a report. Who helps you at home?

- Make a list of the people who helped build your home and the people who look after your home now.
- Draw or glue a picture of your house or a room in your house.
- Write about the different people who helped you at home.

### 3 Do you remember the names of these jobs? Look and write

















- 4 How many of the jobs have two syllables? Mark the stress
- 5 Look, read, and complete

is a

That These This Those is a measure.







are a plumber's



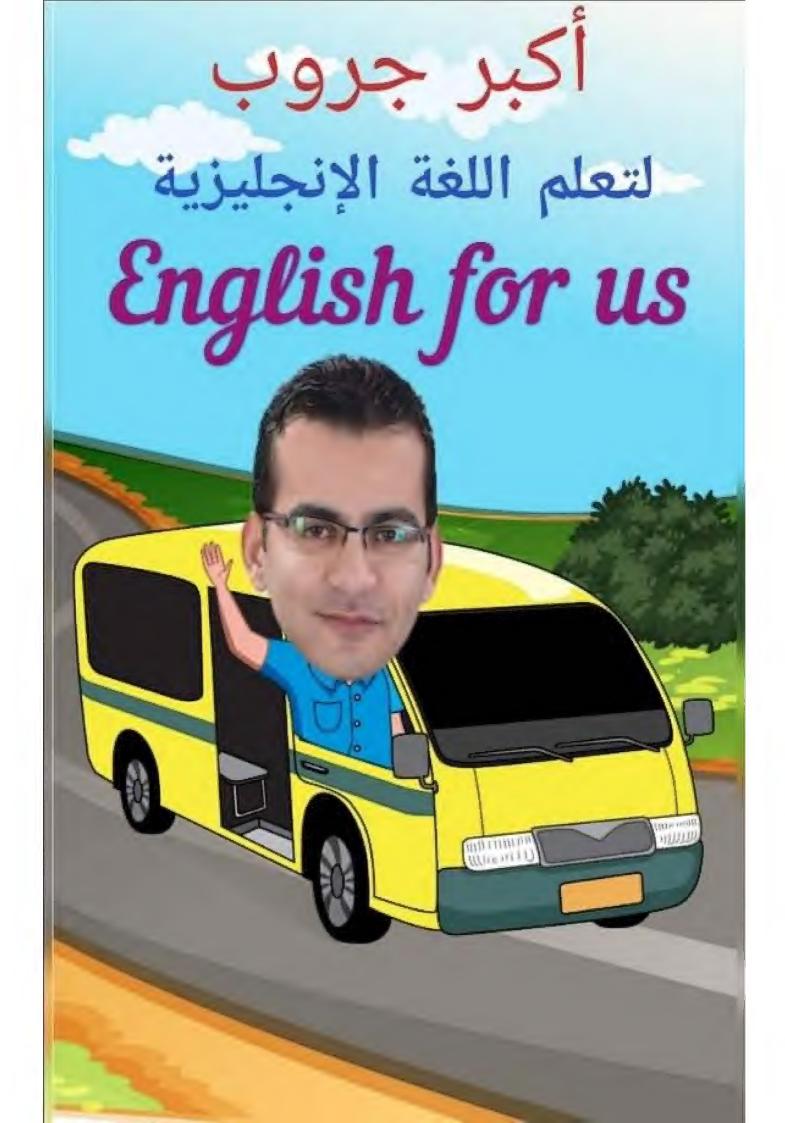


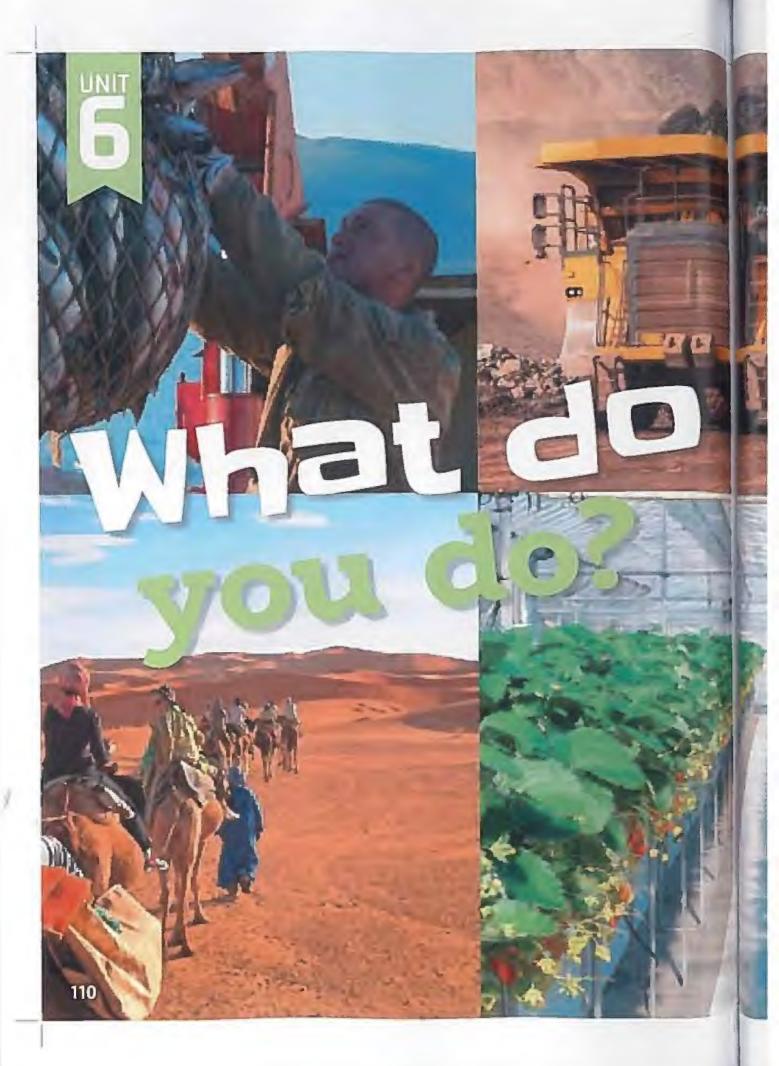




Think about Unit 5

Write two things you enjoyed. Write two things you learned.







# In this unit I will ...

- · learn about more jobs.
- explore what an industry is and the names of some common industries.
- read a poem about some common jobs.
- read a story about respecting workers.
- look at how to add and subtract fractions.
- distinguish and pronounce short vowel sounds.
- learn about words with the prefix dis-.
- read a persuasive essay and write about pros and cons.



# Look, discuss, and share

The pictures all show different industries. What is happening in each of the pictures?



# Find out

Which industries do people work in where you live?

# Did you know?

In 2019, 13 million tourists came to Egypt. Where do tourists go in Egypt?



# LESSON 1 WHAT DO YOU DO?



# Listen and read. What jobs do these people do?

- I I wake up very early every day, I go out on my boat and **fish**. Then in the afternoon, I come back and sell my fish in the market. My fish go to restaurants and homes all over the world.
- 2 I grow oranges. All year, I look after the trees, and I give them water and energy. Then in October, I **pick** the fruit. I send a lot of the fruit to the factory to make orange juice. I also sell some of my oranges to the supermarket.
- 3 I'm a guide. I work in the tourism industry. People come to my country and it's my job to explain the history and tell the tourists lots of interesting stories.
- 4 I'm a geologist. I study the ground and the rocks under our feet. I study what is under the ground. I find special metals and think how we can take the metals out of the ground.
- 5 I'm an **engineer**. I make sure the **wind turbines** turn well and make electricity. The electricity we make goes to thousands of homes.
- 6 I work in a school library. It's my job to look after all the books. I buy lots of new books and I help children find the information they need.



## Listen again and answer

- 1 Who works in a school?
- 3 Who works on the sea?
- 5 Who is a scientist?
- 2 Who works outside?
- 4 Who grows food?
  - 6 Who works with wind turbines?

education energy farming fishing mining tourism

7



2



3





5



6





### Listen and check

5 Look and write. Which industry are the words connected to? Can you add more words to the table?

schools

copper

animals

hotels

wave power

wind farm

nets

transportation

tractor

iron

coal

principal

boats

mining
farming
fishing
tourism
education
energy

### 6 What do you think?

- Which jobs and industries sound the most interesting? Why?
- 2 Do you know anyone who works in any of these industries?

# LESSON 2 CLIL: SOCIAL STUDIES

### 1 Think and answer

How many people work in a hotel? What are their jobs?

2 Read and check your answers



### Industry

The things we make, buy, and sell are all part of the country's **economy**. Our economy is divided into **industries**, such as fishing, farming, tourism, etc.

In every industry there are thousands of people and many different jobs. For example, let's think about the tourism industry in Egypt.

When tourists arrive in Egypt they need a hotel and they need a bus or a taxi to take them to the hotel.

Many people work in the hotel. The hotel needs electricians and plumbers to fix problems, cooks to make food, and cleaners to keep the hotel clean.

Local businesses need the hotel, too. For example, the hotel buys food from farmers. Everything in the hotel comes from other businesses.

The hotel pays a salary to the workers. The workers use their salary to buy food, clothes, and transportation. Some of their salary goes to the government to pay for things like roads and schools. When we work, our salary helps our community and the whole country.

## 3 Look at the words in bold. Match the words to the meaning 1 money paid to people who work

economy

b industry

2 people who work for a business

c staff

3 a collection of businesses that work together

d salary

4 the group of people who make rules for the country

e government

5 the way a country makes and uses money



# Think!

Why do people work? Read and check (✓) or cross (✗)

- They get a salary.
- They can help people.
- They can relax.
- They can make things.

What other reasons are there for working? Discuss with a partner.



### Think and write

Think about one of the industries you like. What jobs are in that industry?

my dream job:

industry:

# 5 Think about these industries. Choose the best verb

|   | buy   | deliver (×     | 2) eat (×2)            | fish   | grow         | sell (×2)  | make  |
|---|-------|----------------|------------------------|--------|--------------|--|---|
|   | Farm  | ers grow       | the                    | food.  |              |  |   |
| 2 | Drive | rs             | the fo                 | ood.   |              |  |   |
| 3 | Supe  | ermarkets      |                        | the    | food         | to custo   | mers.   |
| 4 |       | omers<br>food. | t                      | he fo  | od and       | then   |   |
| 5 | Engi  | neers          | th                     | e win  | d turb       | ines.  | TE D  |
| 6 | The   | wind turb      | ines                   |        | electi       | ricity.  | A Sala  |
| 7 |       | the comp       | usinesses l<br>oanies  | ouy th | elec<br>elec | tricity<br>etricity  | THE REPORT OF THE PARTY OF THE |
| 8 | Fish  | ermen          | t                      | he fis | h.           |  |   |
| 9 | The   | markets        |                        | the    | fish to      | stores.  |   |
| 0 | Cus   | tomers bu      | uy and                 |        | the          | fish.  |   |
| C | ompl  | ete the s      | entences.              | Then   | circle       | the ver  | bs  |
| 1 |       | teacher        | is very p              | atien  | t. She       | teaches  | math. (tea  |
| 2 | Tha   | t taxi         | ght. (drive)           |        |              | The same of the sa | . He didn't st  |
| 3 | Tho   |                | are ir<br>here. (fish) |        | wrong        | place. T   | hey cannot  |
| 4 | This  | is the         | v                      | vho    |              | our  | house. (build   |
|   | Не    |                | very wel               |        | nk the       |  | when yo   |



# Work with a partner. Describe what these people do. You can use the words in the box to help you

build clean drive fish fix help teach



















### Read, listen, and say

### Can you tell me why ...?

Can you tell me why...

Builders build,

But doctors don't doct. They help sick people?

Can you tell me why...

Teachers teach,

But mechanics don't mechanic. They fix cars?

Can you tell me why...

Fishermen fish,

But electricians don't electric. They connect electricity?

Can you tell me why...

Drivers drive and cleaners clean,

But dentists don't dentist. They fix teeth?

Ah, but wait!

Garbage collectors collect garbage.

Yes, it's very confusing, but that's what makes English great!

# LESSON 3 CLIL: SCIENCE



#### Two mango trees

Sara and Malak are sisters. Each sister had a beautiful mango tree next to her house. Every year, the sisters ate beautiful mangoes. Their children played under the trees.

One day, Malak said, 'I don't need mangoes. I need money. Let's **cut down** my tree. I can sell the wood.'

She cut the tree and she sold the wood. Malak was happy.

Next year, Sara's mango tree grew bigger and bigger. It gave Sara more mangoes.

Malak looked out of the window. There was no mango tree. She had no mangoes and no more wood.

'Don't worry,' said Sara. 'Plant this mango seed, and it will grow into a big tree.'

- Look at the pictures. What do you think the story is about?
- I IRECTIONS AT THE TENSWED IN THE TREE WAS IN
  - What are the advantages of keeping the mango tree?
  - 2 What are the advantages of cutting down the mango tree?
  - 3 What do you think about Malak's decision? Was it a good or a bad decision?
  - 4 Would you cut the mango tree?





# Work with a partner. Make a list of everything you used today that uses electricity

| 5 | We make electricity from energy sources. Match the |
|---|--|
|   | energy sources to the pictures                     |

- 1 oil
- 3 coal
- 5 wind energy

- 2 wave energy
- 4 solar energy
- 6 gas















### Write each energy source in the table

| Renewable | Non-renewable |  |  |
|-----------|---------------|--|--|
|           |               |  |  |
|           |               |  |  |
|           |               |  |  |

### 7 Look and read. What non-renewable and renewable resources does the article talk about?

### Different energy resources

We are using more and more electricity. We can make electricity from many different energy resources. Today, 80% of electricity comes from non-renewable resources. These are coal, gas, and oil.

### Why is that a problem?

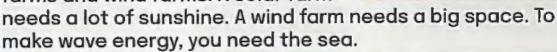
We take coal, oil, and gas from the Earth, but we cannot make more. When we burn non-renewable resources to make electricity, we also cause pollution.

### How can we use renewable resources?

Renewable energy sources are everywhere. We can make

electricity from wind, water, and the sun. We do not need to burn these resources, so there is no pollution.

To make electricity from renewable energy sources, we need new solar farms and wind farms. A solar farm



### 8 Read again and discuss

- What are the problems with coal, oil, and gas?
- 2 Is Egypt a good place to find renewable energy sources? Why?
- 3 Do you think the electricity from renewable sources and non-renewable sources is different?

9 Read and find out about these two renewable energy projects. Complete the fact file for Ras Ghareb Wind Farm

### Benban Solar Park

| Where is it?                      | Benban, Aswan, Egypt |  |  |
|-----------------------------------|----------------------|--|--|
| How old is it?                    | Opened in 2018       |  |  |
| How big is it?                    | 37.2 km²             |  |  |
| How much electricity can it make? | 3.8 TWh per year     |  |  |



# Ras Ghareb Wind Farm

|   | Where is it?   |
|---|----------------|
|   | How old is it? |
| 1 | How big is it? |
| ě | lour -         |

How much electricity can it make?



- 2 Which project is bigger?
- 3 Which project can make more electricity?

### LESSON 4

### 1 Skim the story quickly. Who are the main characters?

#### Fresh fish van

There's an old fisherman in my village. He drives around the village in an old van. He likes his job. He has fun. He shouts, 'Fish! Fresh fish! Come and get your lovely fresh fish.'



One day, he was in front of my house. He couldn't start his van. He was sad and disappointed.

My mom saw the man. It was hot in the sun. She wanted to help.

Mom's dad (my grandpa) was a mechanic. He taught her all about cars. She looked at the old van's **engine**.

'It is a very simple problem. I can fix it,' said Mom. The old fisherman was surprised.

Then, we heard the sound of the engine. His van was fixed!

'Thank you,' the fisherman said. He gave Mom ten fresh fish.



### 2 How much do you remember? Answer. Then read and check

- 1 What does the old man sell?
- 2 Why was the old man sad and disappointed?
- 3 Why do you think the old man was surprised?
- 3 Do you like this story? Explain your answer



# Think!

The old man changed his opinion. Think. When was the last time you changed your opinion? Why did you change your opinion?



#### Look and match









# 5

### Read the story again and answer. Use the words in Exercise 4

- 1 What is hot?
- 2 What does the old man drive?
- 3 What does the old man sell?
- 4 How many fish does the old man give mom?
- 6 Read and say. Close your book. Can you remember the sentences?
  - 1 You can have fun in the sun.
  - 2 There's a man in a van.
  - 3 He sells fresh fish from the window.
  - 4 There are ten men standing on one leg.

## **PRONUNCIATION**

7 Find more words in the text with the same sound

| sun | van | f <u>i</u> sh | t <u>e</u> n |
|-----|-----|---------------|--------------|
| _   |     |               |              |
|     |     |               |              |
|     |     |               |              |
|     |     |               |              |
|     |     |               |              |

- 8 Can you add more words to the table?
- 9 Look and write. Complete the sentences

2

disagree disappeared disappointed dislikes disobeyed

The boy is

. He didn't pass the test.



She

ice cream.



These friends



I'm sorry because I my

mom.



The rabbit

from the hat.



Listen and check

## CLIL: MATH

### 11 Look and read

numerator ----- denominator

### **Adding fractions**

If the denominators are the same, we can add the numerators.

$$\frac{1}{5} + \frac{3}{5} = \frac{4}{5}$$

If the denominators are different, we need to change them.

$$\frac{2}{5} + \frac{3}{7} = ?$$

$$\frac{2}{5} = \frac{14}{35} \left( \frac{2x7}{5x7} \right)$$

$$\frac{3}{7} = \frac{15}{35} \left( \frac{3x5}{7x5} \right)$$

$$\frac{2}{5} + \frac{3}{7} = ?$$
  $\frac{2}{5} = \frac{14}{35} \left( \frac{2x7}{5x7} \right)$   $\frac{3}{7} = \frac{15}{35} \left( \frac{3x5}{7x5} \right)$   $\frac{14}{35} + \frac{15}{35} = \frac{29}{35}$ 

### Subtracting fractions

If the denominators are the same, we can subtract the

$$\frac{3}{5} - \frac{1}{5} = \frac{2}{5}$$

If the denominators are different, we need to change them.

$$\frac{4}{7} - \frac{2}{5}$$

$$\frac{4}{7} = \frac{20}{35} \left( \frac{4x5}{7x5} \right)$$

$$\frac{2}{5} = \frac{14}{35} \left( \frac{2x7}{5x7} \right)$$

$$\frac{4}{7} - \frac{2}{5}$$
  $\frac{4}{7} = \frac{20}{35} \left(\frac{4x5}{7x5}\right)$   $\frac{2}{5} = \frac{14}{35} \left(\frac{2x7}{5x7}\right)$   $\frac{20}{35} - \frac{14}{35} = \frac{6}{35}$ 

### 12 Add and subtract these fractions

$$\frac{9}{12} + \frac{2}{12} =$$

$$12 \quad 12 \quad - \quad \\ 3 \quad \frac{2}{7} + \frac{1}{4} = \quad \\$$

$$\frac{6}{7} - \frac{2}{6} =$$

$$2 \frac{1}{4} + \frac{2}{5} =$$

$$4 \frac{5}{7} - \frac{2}{7} =$$

$$6 \frac{2}{3} - \frac{1}{6} =$$



# Did you know?

We use fractions in everyday life. For example, here's a simple milkshake recipe:  $\frac{1}{2}$  a glass of milk,  $\frac{1}{4}$  cup of banana,  $\frac{1}{4}$  cup of vanilla ice cream.

#### 1 Think and answer

- 1 Do you want to be a teacher? Why?
- 2 What are the good and bad things about being a teacher?

Is teaching the best job in the world?

When people ask me, 'What do you want to do?' I answer immediately: 'I want to be a teacher. For me, it's the best job in the world.'

For a teacher, every day is different. Students always ask surprising questions. Teachers need to think quickly. They need to encourage their students. They need to be very patient. They work for many hours every day. It's hard work, but it's exciting. A teacher can change their students' lives.



A good teacher is always ready to learn. Teachers teach their students, but students also teach their teacher. Everyone in the class knows different things.

Every adult remembers a special teacher. Ask your parents. Did they have a favorite teacher? Why was that teacher special?

### 2 Think and answer

- Why does the writer want to be a teacher? Write three reasons.
- Why did the writer write this essay?
- 3 Is being a teacher a hard job? Why?

| Difficult things about being a |  |  |
|--------------------------------|--|--|
|                                |  |  |
|                                |  |  |
|                                |  |  |

4 Work with a partner. Discuss

Explain to your partner the reasons why you want to be a

Can your partner give you more ideas?
Can you help your partner with their table?



I want to
be an electrician.
I want to fix things. I
like helping people and
I think electricity is
interesting.



Find out

Why did your teacher become a teacher?

## LESSON 6

- 1 Do some research. What is 'respect'?

  Think. How do we show respect to the people around us?
- 2 Read the poster. Do you agree or disagree?



I respect the cleaner. I don't throw litter.



l respect the teacher. I listen to him carefully.

I show respect to the, people around me.

I respect the bus driver. I say thank you when I get off the bus.



I respect the dentist.
I listen to her advice.



When you show respect, you are kind and polite. You talk to someone in the same way you want them to talk to you.

We show everyone respect. We show respect to younger people. We show respect to older people. We show respect to men and women. We show respect to people with different color skin and hair. We show respect to rich and poor people.

3 Now make your own 'respect' poster. Draw or find pictures for your poster

### **SELF-ASSESSMENT**



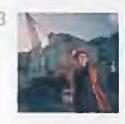
4 In which industries do these people work?



fishing



5









5 Read and match

economy industry salary

- The money you are paid for the work you do:
- 2 A group of businesses that work together:
- 3 How a country makes and uses money:
- 6 What do these people do? Read and complete
  - Mechanics cars.
  - 2 Dentists teeth.
  - 3 Builders houses.
  - 4 Garbage collectors garbage.
  - 5 Mail carriers \_\_\_\_\_ the mail.



Think about Unit 6

Write two things you enjoyed. Write two things you learned.

# REVIEW 2

## LESSON 1

### 1 Read and play a memory game

- 1 Draw the table in your notebook.
- 2 Look at the pictures for one minute.
- 3 Close your books.
- 4 Write or draw as many of the words as you can.
- 5 Check with your partner.





Now write the words



Listen and point

4

## Look and correct the sentences



- 1 The hospital is between the school.
- 2 The school is next to the museum.
- 3 The park is under the shopping mall.
- 4 The supermarket is behind the school.

5

### Now write three more sentences about the map

1

2

3



### Listen. Write the start and finish

1 Start: Green Street

Finish:

2 Start:

Finish: office

3 Start:

Finish:

#### **LESSON 2**



#### Look at the picture and answer the questions





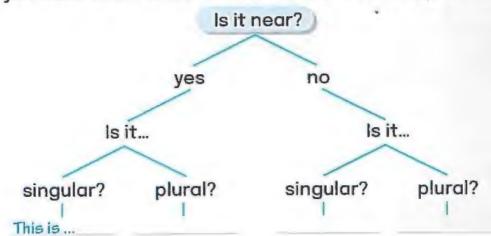




- What's the mechanic doing?
- 2 What's the mail carrier doing?
- 3 What's the electrician doing?
- 4 What's the driver doing?

#### Look and complete

Do you know when to use this is, that is, these are, or those are?



Match the sentences to the picture. Then write this is, that is, these are, or those are

- a screwdriver.
- my tape measure.
- our tools.
- my tools.













#### Look at the information. Write one short pro paragraph and one short con paragraph

| pros of solar panels      | cons of solar panels           |
|---------------------------|--------------------------------|
| good for the environment  | only works during the day      |
| can use it for many years | making panels causes pollution |
| Egypt has a lot of sun!   | expensive                      |

Our modern world needs a lot of electricity. In the past we used oil, gas, and coal to make electricity. But now we are using more and more solar power.



On the one hand...

On the other hand...

#### **PRONUNCIATION**

- 5 Underline the main stress in these jobs
  - 1 doctor
- 2 plumber
- 3 builder

- 4 driver
- 5 teacher
- 6

Listen and check



Point and say. Then write these words









1

Z

3

4

## PRESENTATION

1 Can you make a simple windmill? Look, read, and make You need:



wooden



straws



ws tape



piece of cardboard



cardboard tube





Explain how it works.

Get ideas from your classmates.

How can you make your windmill better?



### SELF-ASSESSMENT

#### Now I can...

1 talk about parts of a house and different kinds of houses



2 talk about workers in my community



3 talk about different industries













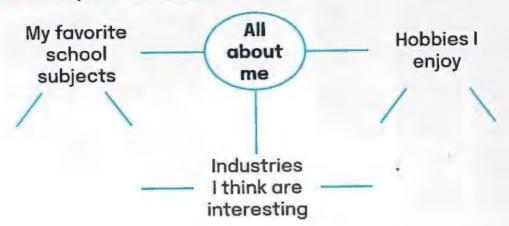
- 4 say these sounds
  - f fish, fan
  - v van, cave
  - sun
  - van
  - fish
  - ten
- 5 understand word stress in two-syllable nouns teacher, doctor, dentist

#### **TERM 1 PROJECT**

#### 1 Read and think about the project

Think about what job you want to do when you're older. Think about how it helps the community. Write a message to yourself in the future.

Think about what you know and what you enjoy.
Complete the diagram



Read, think, and complete

| What do you want to be?                       |  |
|---|--|
| What do you need to do this job? Think about: |  |
| Do you need to go to university?              |  |
| Do you need to practice?                      |  |
| Where does someone with this job work?        |  |
| How does this job help the community?         |  |

| Look, w  | rite, and complete. Write     | a message to you |
|--|-------------------------------|------------------|
| in the fo  | ,<br>I want to be a           | because          |
| in the fo  | , I want to be a              | because          |
| in the formal lands in the | , I want to be a to be a good | because          |
| in the fi<br>Dear<br>I will work in a  | to be a good                  | because          |

Put the letter in an envelope and then put it somewhere safe. Read it when you're older.

# IN THE TAXI WITH UNCLE SAMI



BY SUSANNAH REED
ILLUSTRATED BY ALICE LARSSON

## PICTURE DICTIONARY













Zahra and Zein are watching a nature **program** with their parents. It's a very interesting program. It's all about hippos.



'I love animals,' says Zahra. 'I want to be a vet when I'm older.'
'That's a great idea,' says Mom. 'A vet is a very important job.
What about you, Zein? Do you want to be a vet?'

'I don't think so,' says Zein



'What do you want to be, then?' asks Dad. 'A doctor?' 'Or a dentist?' asks Mom.

'I don't know,' says Zein. I just can't decide!'



'I know,' says Mom. 'Why don't you both go and stay with Uncle Sami? He has lots of friends. You can find out about their jobs. Then you can decide, Zein.'

'That's a great idea,' says Dad.



Uncle Sami is a taxi driver. On the first day of their visit, he takes the children to see his friend Adel. Adel is a vet. He works in a **nature reserve**.



'This is Zahra and Zein,' says Uncle Sami. 'Zahra wants to be a vet.'

'Great!' says Adel. 'Come on then. You can both help me with the crocodiles.'



One of the crocodiles has something in its stomach. Adel gives the crocodile some medicine and waits.

'It's asleep now,' Adel says. Then he puts his hand into the crocodile's mouth.



'Look,' says Adel. 'It's a plastic bottle. People shouldn't throw garbage. It's dangerous for the animals.'

'What's the matter, Zein?' asks Zahra.

'I love animals,' says Zein, 'but I don't want to be a vet.'



Uncle Sami drives to a farm.

'Come and meet my friend, Fayez, and his wife Mervat,' he says. 'They look after animals, too. You can help on their farm.'



First of all, the children help Mervat with the animals. There are some baby goats without mothers. Mervat and Zahra mix some special milk. Zein feeds the babies with a bottle.



Then they help with the **maize**. The maize plants are growing tall and strong and the maize is nice and yellow. The children pick lots of maize. It's hard work!



The children load the maize onto a tractor.

'Can I drive the tractor?' asks Zein. Fayez laughs.

'No, I'm sorry,' he says.



The next morning, Zahra is playing on her phone. Uncle Sami has an idea.

'Do you like computer games, Zein?' he asks.

'Yes,' says Zein. 'Computer games are awesome!'



Uncle Sami's cousin Faten is a software engineer. She tests computer games. The children go to her office.

'You can test these new games,' says Faten. The children have a lot of fun.



Zein has an idea for a game. It's a puzzle game. He draws some ideas, but it isn't easy. Zein isn't happy with his game.

'Oh dear!' he says, 'I love games and puzzles, but I don't want to be a software engineer.'



'I know,' says Uncle Sami. 'Come and meet my friend Basem. He's a plumber.'

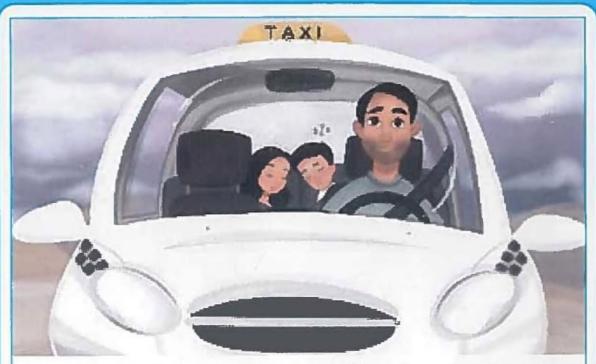
'A plumber?' says Zahra.



Basem is in Mr Sameh's apartment. He is fixing some **pipes** under a **sink**. The children help him. There are lots of pipes. 'It's like a puzzle!' says Zein.



Something falls out of an old pipe. It's a ring.
'That's my wife's ring!' says Mr Sameh. 'Thank you for finding it.'
'You're welcome,' says Basem. 'It's all part of the job.'



That night, Uncle Sami drives the children home in his taxi. They are both happy and tired.



'Do you know what you want to be now, Zein?' asks Dad.

'Yes, I do,' says Zein. 'I want to be like Uncle Sami. He has got the best job. He goes to so many interesting places. I want to be a taxi driver!'

## 1

#### Look and write

Adel Basem Faten Fayez Dad Mervat Mom Mr Sameh Uncle Sami Zahra Zein

1



2



3



4



5



6



7



8



q



10



11





#### Read and write T (true) or F (false)

- 1 Uncle Sami is a bus driver.
- 2 Zahra wants to be a software engineer.
- 3 Zein feeds goats on the farm.
- 4 The plumber helps Mr Sameh.
- 5 Zein wants to be a vet.

| 1 |
|---|





Ask and answer about the story. Use the words in the box When Where Who Why How What What He is is Uncle Sami's a taxi driver. job? Zein and Zahra write an email to their grandma and grandpa. Read and complete the email. Hi Grandma and Grandpa, Last week we visited Uncle Sami. He has lots of friends. We met them and learned about their jobs. We met We saw We Zahra liked **7ein liked** It was fun visiting Uncle Sami! See you soon. Zein and Zahra Work with a partner. Think and say. What can we

learn from the story?

